PERSONAL

Mary Warnock

We are all familiar with the fact that newspapers get everything wrong. We have only to know something about a subject to be amazed by the ignorance of the reporter or journalist writing about it.

I have seldom experienced this amazement more powerfully than in reading a recent article in *The Times* by Ronald Butt (February 16) on entrance to Oxford and Cambridge. The article was inspired by the news that Emmanuel College, Cambridge, had decided to dispense with the entrance examination, and admit candidates on their A level results only.

The first part of the article expressed surprise at this bold move, and the expectation that other Oxford and Cambridge colleges would follow.

Now, of course, to decree that there is to be no entrance examination is a definite, and perhaps enlightened, move. It will undoubtedly save a great deal of trouble, of a costly and not necessarily productive kind. But it has to be borne in mind that for a long time now colleges have been admitting candidates on their A level results, making conditional offers before A levels just as other universities do.

There are literally hundreds of students who have passed through the whole system at Oxford and at Cambridge who have been admitted to the university in this way. It is not *this* that is new in the Emmanuel system. It is simply that candidates for Emmanuel will have no *other* way of trying to get into the college.

At present those numerous colleges which consider candidates without examination may say to them either: "You are not quite good enough for us to offer you a place conditionally on A levels only. But you could take the entrance examination in a month or two, and, who knows, you might get a place". Or they may say: "We offer you a place, provided only that you qualify as far as the university goes (that is, you have to get two Es at A level. But we think it very likely that you would win an award. So, if you want to, you can proceed to take the entrance examination. But you don't have to. You're in anyway."

Between these two extremes there are those to whom the college may say: "Yes, you may come if you get certain grades at A level." All that Emmanuel has done is to eliminate the *alternative* method of entry for candidates. But those whom it admits will be in fact no different from the hundreds admitted on "conditional offers" already. Colleges are totally free to decide for themselves what specific grades in A level they will demand, just as other universities are free.

The more confidence a university or college has in its own judgment, the more likely it is that a candidate will be offered a place within the necessary condition of two Es. (More than ten years ago, I remember trying to explain to parents and the outside world that the fact that University College London made offers to candidates conditional on two Es did not show that UCL was the worst university in England – rather the reverse.)

Butt was wrong, then, in suggesting that to admit candidates to Oxford and Cambridge on A level grades is an innovation. He was wrong, too, to suggest that colleges who do this habitually demand three As in A level as a condition of entry. Of course many of those admitted in this way go on to get three As; but this shows, if anything, that the colleges have good judgment; or possibly that having been offered a place is good for the morale of those taking A levels.

But more astonishing than this mistake was Butt's blandly trotting out the hoary old argument that if such practices were to become widespread, Oxford and Cambridge would be full of "swots" (and he actually used the word), to the detriment of the universities as a whole. "Swot", both as a verb and a noun, seems first to have appeared in the 1850s (derived of course from "sweat"); and it was much used at the turn of the century of those boys who had to work in order to succeed, thus showing themselves lacking in the effortless superiority which was the ideal of the public schools.

The characteristic swot was bespectacled (having worn out his eyes with study), thin and no good on the Rugger field. I have not heard the word used for many years, if at all. Its reintroduction is to be deplored because it would perpetuate the myth that those who are intellectually able are no good for anything else; as well as the even sadder converse that those who are stupid are likely to be good at games or music or art or something other than academic.

Alas, if only it were so, how much fairer life would be. But no one who has spent long in school can deny that those who are good at one thing tend to be good at other things as well. Who does not know the excellent mathematician, who also leads the school orchestra and plays a decent game of hockey as well? The poor dim-wit, on the other hand, is all too likely to be clumsy and uncoordinated, without the confidence to act on the stage, or the competence to make much of a show on the soccer field.

All universities, not only Oxford and Cambridge, have always tried to pick out the academically most able among their candidates, and have generally used A levels grades to help them do so. But there is absolutely no evidence that they have thereby deprived themselves of students capable of enjoying every aspect of university life. Indeed, the higher the academic standards demanded, the more students seem to be endowed with other skills and graces.

My own pupils, who mostly come up with very good A level grades, whether or not they were selected on those alone, are a talented and energetic lot. Some work harder than others. But there is no one who does not act, or play games, or row, or sing in a choir, or play in a band; and often they do many of these things. If any of them is a "swot", I have yet to discern it.

DIARY

Goldsmiths' ... wedding or an affair

Will Goldsmiths' name the day?

To the Great Hall at Goldsmiths' to pay obeisance to Fred Dainton and Mervyn Rees. Not yet being an academic part of London University, Goldsmiths' people doctors, so it means them fellows instead. Everyone is dressed up in resplendent scarlet, and Ralph Quirk sports an extra-special white striped scarf to proclaim that he's the vice-chancellor.

Ralph Dainton is there because he's a distinguished Goldsmith, and Mervyn qualifies as the only "Old Smith" in Parliament. He reminds us that in 1904 Goldsmiths' might well have become the University College of South London. In the event the Goldsmiths' Company gave it away to London University where it has been treated as an awkward country cousin ever since.

The City livery gents of those days were no doubt alluding to the fact that Goldsmiths' was then in the heart of the City, while the London ... was ... Bloomsbury. Only years later the Goldsmiths' Company was to commit itself to the principle of higher education and the people, but in the desperate need, in these straitened times, of a sympathetic bedmate.

... decided at the moment to be ...

Merlyn Rees ... old boy, Ray Gillow ...

... tween full legitimation, with a white wedding (blessed by the London University bishops) to Queen Mary College across the Thames, and an affair with a neighbouring polytechnic which might just lead them back to 1904, and a university in Britain's last cultural desert, South London.

A former chair of the College, Mary Stocks, said 30 years ago that no educational administrator could possibly have invented Goldsmiths' and that it, therefore, needed a warden who was "superhumanly skilful and polite".

The college has just appointed a Kipling addict, the Regius Professor of English at Aberdeen, out of Merton College, Oxford, and the Seaforth Highlanders, to be their politic warden. I wish Andrew Rutherford well. I suggest him to read the history of the college, and in particular the annals of ... carefully before boarding which ... the figure he will cut.

The TVEI showpiece

From Goldsmiths' north to find out prizes at Tong comprehensive. The school first hit fame the day it was opened 18 years ago by Anthony Crosland, who was presented with an alleged £500 solid-silver coffee pot a gift from the school's architect, John Poulson. It caused a minor scandal for a few days until discovered to be a cheap imitation.

Along with the English Martyrs (its Catholic campus partner) Tong nestles in the South East corner of Bradford and is becoming England's most visited TVEI institution, in a hectic winter term's programme it may fitted a prize day between a Manpower Services Commission visitation of ... David Young and the opening of a ... sports hall by Len Hutton. I did my prize-giving bit: "Congratulations, Pravinaben"; "Well done, Furkhanda"; and got the feeling that all the hectic Technical and Vocational Education Initiative activity has saved Tong from the problems and accusations of racism at Wyke Manor school

Yet in spite of a brand ... and a great deal of hardware, real difficulties are implicit in TVEI, especially in the selective nature of the whole enterprise. Why Bradford and ... Halifax ... and no other ... attempts have been made to integrate the MSC guinea pigs; they follow a normal timetable on top of all the extras – IT, some "political education" in science and society, work experience, practical options, and a spell in North Wales getting to know each other better.

The biggest jolt seems to be on the ordinary teachers rather than pupils, now expected to teach the "basics within even fewer periods. Fourteen extra teachers were recruited to teach

Anthony Crosland John Poulson

TVEI. But with 44 new schemes soon to start, many of these could soon be poached elsewhere. Though much of the philosophy of TVEI is admirable, its replication throughout the country is quite impracticable. The planning vacuum in which it was born and the lack of comparable resources for its second time round could shipwreck much of its future. So the whole enterprise has much already been swamped by the local authorities and even the MSC itself.

The danger is a real one. Strained relations between local government and the MSC came a step nearer last week. This was not just because the Labour-controlled Association of Metropolitan Authorities has now decided to boycott the MSC; relations with the Conservative-controlled Association of County Councils are no better. At a recent meeting of ACC education chief from Hampshire and Tom King, the Employment Secretary and author of the White Paper which hijacked 15 per cent of further education funds to the MSC, ended on an extremely sour note with a patronizing "There, there, Philip" which solved nothing at all.

John Selwyn Gummer

Lady Platt

A WISE choice?

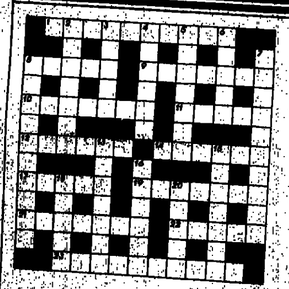
Acronyms are an increasing problem. What does WISE stand for? Ask your FE inspector and he'll tell you it is an excellent scheme, blessed by the Equal Opportunities Commission, to get Women into Science and Engineering. Ask your local fascists (or if you can't find them, consult a video of the recent *Panorama* programme ... remised as biased by Jenny Mc Gummer) and you'll discover that it denotes a ... looney Right Pakki-bashing group aspiring to membership of the Conservative Party, called Welsh, Irish, Scottish and English.

Serious problems have arisen. Innocent young girls, walking the streets carrying brief cases with WISE '84 stickers on them, have been accosted by local fascists, under the false impression that recruits were at hand. Did Beryl Platt, one-time Essex education supremo and now translated to the nobility and the Equal Opportunities chair, make a terrible mistake?

Not at all. An EOC spokesperson tells us: "It was felt that the campaign was so different, there would be no possibility of confusion." If she wishes to correct her error, Lady Platt should tell her friend Mr Gummer to lay off *Panorama* and start laying into entryist WISE racism, so as to keep both her party pure and her own personal WISE acronym exclusive.

Christopher Price

No 141 CROSSWORD by Rufus



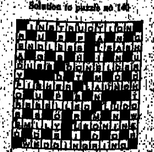
Across

... A petty officer (6)
17 A loss-making loop-line (3)
19 Not a well cooked pork pie (5)
21 Going fast or simply standing (7)
22 Become fifty and complain (5)
23 Dawn breaking with a strange hiatus gives one the desire to go places (10)

Down

2 Is she French? (7)
3 Attack on a clique (5)
4 Plays around Madras (6)
5 Holds in great affection (7)
6 Turn a corner with German soldiers (5)
7 Just fancy! (10)
8 The man flag ... working (10)
13 Possibly omit one sort of transport (7)
18 Entitle one to debits not settled (7)
16 Accent which may need polishing? (6)
18 Is getting up with fresh strength (5)
20 Uncommon Elgar variation (5)

Solution to puzzle no 140



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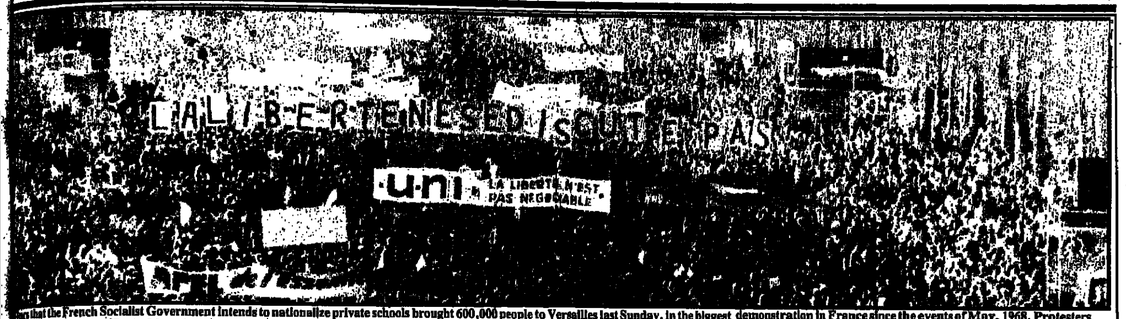

... that the French Socialist Government intends to nationalize private schools brought 600,000 people to Versailles last Sunday, in the biggest demonstration in France since the events of May, 1968. Protesters ... the Archbishop of Paris, Monseigneur Lustiger, preach reconciliation and a peaceful conclusion to a century of war between private and state education. The Government has already been intimidated by the ... of public support for private schools and modified its original intentions to integrate the schools into the state sector. President Mitterrand is to announce his final intentions next Wednesday.

Bill's provisions would allow candidates to see marks at a much earlier date

Disruption of exams feared from data law

by Biddy Passmore

The public examination system could be seriously disrupted if the Data Protection Bill now going through Parliament is not amended, GCE and CSE chiefs have told the Government.

As the Bill stands at present, candidates will be able to ask an exam board to release their marks stored on computer, within 40 days of their request. This means they could demand to see marks before they are revised or complete.

The boards say that this will not only mislead the candidates, whose final places may bear little relation to the raw marks, but could, more seriously, lead to a juddering halt the hectic process of getting all the marks ready in time.

"We have already cut the processing period to an absolute minimum", Mr Day, secretary of the Associated Examination Board and Convenor of the GCE boards' secretaries, said this week. "This would be an extra administrative task for which we simply haven't got time."

The work required to provide data for a very tiny proportion of candidates, the implications for the wider production of GCE results are ... serious.

The GCE boards are writing to MPs on the committee which is considering the Bill line by line. They want a blanket exemption from the requirement to provide information during the exam processing period. A similar plea is likely to be made by the CSE boards later this month.

Representatives of the GCE and CSE boards wrote to education ministers long ago about the problem and put their case to DES officials last summer. But the Department of Education has been unable to convince the Home Office, which is sponsoring the Bill, that the Government should amend the Bill itself. Ministers might, however, be prepared to accept a backbench amendment.

"We are not in any sense opposed to the overall aims of the Bill", Mr Day emphasized this week. "Exam boards are not a special case. But we don't want a commitment placed upon us which would prevent us fulfilling our main function."

The same problem is also exercising Britain's universities, whose vice-chancellors have already written to MPs urging a similar amendment. But the vice-chancellors appear to be more worried about the premature disclosure of raw marks than the possible disruption to their degree timetables.

A letter from Mr Brian Taylor, secretary general to the vice-chancellors' committee, points out that the GCE boards are writing to MPs at ... stages and that factors such as illness or the student's performance during the course may be taken into account before the degree class is decided.

Unions seek 'special' cash

by Richard Garner

Union leaders will demand extra cash to help teachers in ordinary schools cope with children with special educational needs when pay negotiations resume next Wednesday.

The fresh demand comes in the wake of the 1981 Education Act, which recommended that children with special educational needs should be integrated into ordinary schools.

The decision to incorporate the demand as a late inclusion in this year's pay claim has been agreed by the teachers' panel of the Burnham committee, which negotiates pay, because teachers feel they are having to cope with the extra demands of the new legislation without reward.

Mr Barry Fawcett, salaries officer for the National Union of Teachers, said: "The NUT is very concerned with the extra demands upon teachers arising from the 1981 Education Act and feels they should be properly compensated for them".

Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, which pressed for the extra demand to be made, as part of this year's claim, added: "Clearly, schools are being asked to take on an extra workload as a result of integration and teachers should be additionally rewarded as a consequence."

Under the present system, special school teachers on scale one receive an extra £711, while those above scale one have the allowance incorporated into their salary structure.

The attitude of the employers towards a new demand – made after negotiations have started – is unlikely to be favourable. At last week's meeting of the Burnham committee, when the teachers rejected a pay offer of 3 per cent, the employers gave a warning that even an offer of this size could cause substantial difficulties for some local education authorities.

● Employers' leaders have rejected outright a claim by teachers for full pay throughout the whole period of maternity leave.

Local education authority representatives claimed at a meeting of CLEA/st, which negotiates teachers' conditions of service, that such a concession would open the floodgates to similar claims from college lecturers and administration staff.

In addition, they asked the teachers' unions to provide evidence that LEAs were denying teachers compassionate paternity leave before they considered a claim for 10 days off for paternity leave.

Masseuses rub NUT wrong way

Two beauty therapists trained in massage have been employed at the National Union of Teachers' training centre at Stoke Rochford.

Their appointment is being reported to the executive of the union today when protests are likely to be raised over the way the centre has spent money.

The two women therapists are working for the centre on a freelance basis – and are both beauty therapists based in South Lincolnshire.

They began work this week following the opening of a wing at the centre – which includes a jacuzzi, sauna and solarium – and is designed to provide leisure activities for both conference centre users and local residents. Anyone can use the facilities by paying £150 a year to join a private club – which already has between 150 and 200 members.

Opponents of the plan say that this is not a proper way to use the union's resources. One said she was "shocked and horrified" to think that union subscriptions could be spent in such a way.

Mr Peter Robinson, director of the centre, said that most of the money to develop the new facilities had been provided by the brewery which supplies the centre, and added: "The board decided to approve this because a great deal of money will – as a consequence of this – be coming into the centre."

The centre has additional plans to woo more leisure trade – which include enclosing its swimming pool so it can be used all the year round and opening a private bar and private restaurant in the catacombs of the country mansion, in addition to the present catering facilities.

However, even if – as seems likely – today's executive meeting decides to take no action over the issue, the steam created by it may bubble on until to the union's annual conference at Blackpool this Easter.

L.e.a. tackles heroin problem

by Mike Durham

Heroin use among school-age children and teenagers is now so common in some inner-city areas that at least one local authority is planning special measures to deal with the problem.

A special report by *The TES* confirms that an unprecedented wave of heroin abuse is sweeping the country – and that many of its victims are of school age.

Heroin has never been so cheap, so widely available, – and so fashionable.

Children can now buy £5 "deals" of heroin, small quantities and of low purity, but enough to start them on the road to addiction. It is being taken by children as young as 10.

But there is no evidence that "playground pushing" is any more than a myth. Heroin taking is something that normally happens out of school. Nevertheless, teachers have a part to play in identifying and helping the potential teenage addict.

Full story, pages 16 and 17

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TIMES PAST
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More means different

While the universities wrestle with Sir Peter Swinnerton-Dyer's lengthy questionnaire, and the National Advisory Body works out its "strategy for local authority higher education in the late 1980s and beyond", the air is filled with cries of pain, prophecy and passion. As with the schools, the prospect of smaller age-groups is concentrating attention on a wide range of curricular and structural issues. For its part, the Government is stirring things up in its own peculiar way, by promising a continued squeeze on resources. Events since 1979 have shown the resilience of the system, especially in the public sector, with the total student body expanding in spite of Government attempts to curb numbers. Now the public sector institutions face a further limitation on resources without any let-up in student demand.

As colleges prepare for yet another battering, there seems to be a new readiness to consider much more radical suggestions for the longer term. Some of these suggestions received an excellent airing at the annual meeting of the Association of Colleges for Further and Higher Education (page 14) in London last week when Mr Christopher Ball and Mr Oliver Fulton took long and hard looks into the future.

The centre-piece of the discussion was provided by two related proposals. The first concerns the balance between degree courses lasting three or more years – the traditional staple of higher education – and two-year courses of which the public sector already has extensive experience within the field of higher vocational education. The second concerns the rules governing student maintenance grants and the absolute priority accorded to awards for degree courses.

Both these issues were discussed at length in the Leverhulme studies, with controversial proposals for a new genus of two-year first degrees, and suggestions that study beyond the first two years might be financed by scholarships and loans, instead of mandatory grants. It is important to note that Mr Ball's reference to two-year courses deliberately [illegible] What he said was not inconsistent with an expansion of existing two-year courses – broadened, perhaps, to take in a wider range of subjects and skills – without tackling, head on, the contentious question of what constitutes the essential characteristics of a degree.

Indeed, he could not do otherwise: it would certainly not be possible for the public sector, on its own, to establish the credibility of a two-year degree, but if the universities led, NAB would inevitably follow. And even the universities are not fully masters in their own house: they are dependent to an important extent on international acceptance which is more significant now than ever before because of European Community rules about professional mobility.

The experience, 10 years ago, with the Diploma in Higher Education – the James Committee's proposal for a two-year qualification, pushed hard behind the scenes by the DES – was not encouraging. Creditworthiness cannot be given to a new qualification by order of the DES; it depends on the response of professional bodies and employers, not least the Civil Service, which ostentatiously cold-shouldered the Dip HE.

Behind Mr Ball's formulation is a strong commitment to wider access. He is careful not to imply that he has any particular ceiling in mind on cost, but clearly his aim in balancing the claims of two and three year courses is to open up access (by having more two-year courses) and if this is a zero sum game, he can welcome more young (and older) people into higher education if more of them stay only two years than if they are to be slotted into traditional three-year courses.

In policy terms, greater access to higher education – which is often taken to imply more students from less advantaged social backgrounds, more women, more blacks and more older students – would have virtue in itself for many sections of opinion. Whether it would command support from the radical Conservatives who have the ear of the Prime Minister is another question. [illegible] were fewer, more rigorous, three-year courses, it might not please either the electors of Finchley or the Conservative guardians of academic standards.

In Oliver Fulton's persuasive argument, however, the structural changes would go a long way beyond the introduction of more courses like the present two-year ones. He would like to see a less rigid boundary between non-advanced further education and higher education. Structurally, this might fit in with a development of the role of FE colleges to take on more of the functions of a Californian junior college which is able to offer the first two years of a degree course, alongside less advanced vocational courses. But implicit in all this are much more flexible notions of higher education in universities, too, including a determined effort to get away from the tyrannical grip of A levels on admissions and the use of a much wider range of non-academic entry criteria, particularly for mature students and late returners. And to make any real inroads on academic conservatism it would be necessary to wield a big financial stick, meaning not only a redirection of resources within higher education, but also breaking with the present student grants orthodoxies.

Ideas such as these immediately raise questions about continuing education and ways of extending the higher education net to scoop up more of those who drop out of school at 16. The eminently generous desire to bring more of these now neglected adults into the higher education community is a major ingredient in the discussion of these issues – as, for instance, in the Labour Party's quest for a policy set out by Andrew Bennett in *The TES* last week – but it is important to note that the most likely beneficiaries of wider access are those who now just miss the boat.

It was members of the middle classes who benefited most by the expansion of higher education between 1945 and 1975 and the expectation must be that, even with the curricular and institutional innovations now proposed, it will be more members [illegible] opportunities if Mr Ball and Mr Fulton have their way.

Second opinion

Books still need the Arts Council

The Arts Council is this month at the crossroads. In three weeks' time it will take a series of decisions which may change much of it out of all recognition. Since its top-level – and top-secret – conference last October at Ilkley, it has been engaged in a "strategy exercise" designed to assess all its activities, with a view to pruning away some of the dead wood with which it has over the years encumbered itself, and to spending the money thus liberated on new ideas. The exercise is a clever one, which many another enterprise might profitably emulate.

Reliable rumour has it that the literature department is being readied for the chop, with some of its existing responsibilities being devolved to the regional arts associations, some (towards publishers) being subsumed into an autonomous sub-organization, some being quietly dropped, and with what remains being taken under the wing of one of the other main departments (presumably drama).

The director of the literature department, Charles Osborne, has a well-deserved reputation for being resistant to new ideas (and even for leaving a substantial part of his annual allocation unspent); the chairman of its advisory panel, Miss Marghanita Laski, has let it be known in many quarters that she doubts whether readers, writers, and those who mediate between them actually *need* anything so grand as an entire Arts Council department devoted to their concerns.

[illegible] membership of Miss Laski's panel last Sunday in order to carry the debate about this ill-managed department's future into the public arena; unlike those of Parliament, the policy deliberations of the Arts Council are never subjected to public scrutiny, and are thereby impoverished.

Viewed from the summit of this £100m organization, the literature department, with its £900,000 budget, must often have seemed more trouble than it was worth. But consider that sum another way: the Gulbenkian Foundation operates on just about the same amount of money, and look at what it has achieved over the past 10 years. With a succession of reports on the training of actors and musicians, and most recently on the arts in schools, that organization has set off huge and beneficial repercussions in many areas of public policy; with the dispensation of £1,000 here and £1,500 there, it has set all kinds of prototype schemes in motion.

There is no dearth of ideas as to how an increased literature budget might sensibly be spent – on gingering up the intellectually torpid bookselling trade, on bringing down the price of good books, or on putting those books into paperback. But even assuming that the budget remained at its present level – and assuming that it was administered by someone who cared a great deal more – its potential for good is considerable. A mere £1,000 – so pathetically small are the sums which authors must accept as advances – may substantially help a book to fruition; £7,000 will buy you a writer in residence for many months; £20,000 will guarantee a new magazine its first two years of life; Britain's ethnic minorities for example, are now throwing them up in profusion, and Arts Council support could be a major factor in their development.

These are only the most obvious ideas, of course. Behind them, awaiting a receptive ear, are many others as yet only half-shaped. The Arts Council, with its constantly changing cast of advisers, is uniquely suited to blazing new trails in every field; it would be the culmination of a long-term scandal if it were now to bow out from books.

Michael Church

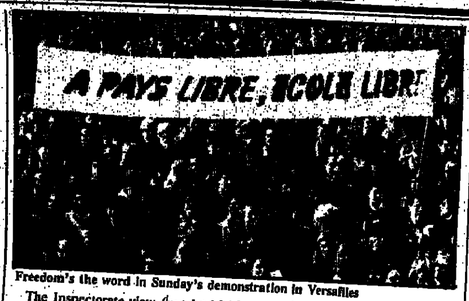
COMMENT

No peace for the wicked

Sir Keith Joseph took another stride into the Secret Garden last weekend. In the course of judicious discussion of peace studies he reached the wholly unexceptionable conclusion that teachers could properly deal with a wide range of contentious issues relating to war and peace, unilateral and multilateral disarmament, nuclear and conventional arms, provided that they did so fairly and responsibly. (He even suggested they could plan to do this in the course of physics lessons, which seems a change of tune.)

This was not all, of course. He also issued a ritual condemnation of "some teachers" who trivialized serious issues and engaged in propaganda. He has clearly been enacted by some of the wilder statements made by local politicians whose concept of peace studies is very different from his own and who, he thinks, may try to oblige teachers to promote a certain view of the issue of peace and war. And he urged parents to write to him if they have cause for complaint on those matters, and cannot get satisfaction in direct discussion with the school.

As he rightly noted, "peace studies" is, itself, a contentious example of "museak". Education for peace (John Slater, the HMI who is meant to know about these things, preferred this formulation) isn't much better. There are important warning notes to be issued. But it has to be said that when asked to give some evidence for his generalisation that some teachers turn "peace studies" into CND propaganda, Sir Keith had to rely on a few newspaper cuttings and a handful of letters.



Freedom's the word in Sunday's demonstration in Versailles

The Inspectorate view (put by Mr Slater) is that whatever the deficiencies of teaching in this subject area, culpable misconduct by teachers is very seldom found. It is important that this could be said to counter the claims of Sir Keith's vociferous right-wing backing group. Of course, there is a danger but, so far the evidence to support any general charge of bias and propaganda has not been found by close observers.

As for asking parents to complain to him if they are unhappy about what goes on in peace studies, Sir Keith is doing no more than spelling out their rights. But it is ironical that this should be the one issue on which he promises to take an energetic interest. A parent who complained about – say – a school's shortage of books or some other shortcoming in the curriculum from maths to music, arising from the uneven application of spending cuts, would get short shrift from Sir Keith, who has admitted that only dereliction of duty by LEAs would justify intervention.

Church and State again

It came as a quite a shock to hear that over half a million French parents and teachers had been demonstrating at Versailles on Sunday, in defence of freedom of choice in education.

As might be expected, action at the mass rally of between 500,000 and 800,000 sober-suited citizens was unrolling at two levels, the political as well as the strictly educational. On the political front the occasion had been successfully seized by the right wing to stir up popular feelings against what they regarded as a range of attacks on fundamental liberties by M. Mitterrand's Government.

On the strictly educational issue, the facts bear some comparison with the British scene. Although 15 per cent of [illegible] and their schools are Catholic and have a good deal in common with our voluntary aided schools, except that their state aid is on even more generous terms.

They have *carte blanche* to take on new teachers and open new classes, at a time when state schools are being reined in because of falling rolls and economies, and more power to pick and choose students – the majority of whom are said not to be there for religious reasons but because their parents prefer them on social and educational grounds.

The hard Left has campaigned to hold the Government to an election commitment to bring private and Church schools on to a more equal footing with state schools. Rather like the comrades in ILEA, they seem to have overplayed the hand.

What will probably happen now is some sort of compromise between a more cautious M. Savary and a Catholic Church anxious to hang on to state aid. Both sides will doubtless bear in mind that over 70 per cent of the French still favour a subsidised private system.

...no comment

"I assure you that Melanie does indeed work on her biology project at home and there is quite a bit to do. The project involves heating manure in the garage and adding different substances to it to find the optimum growing conditions for mushrooms. She also deals with boxes of mushrooms all over the house, growing in different temperatures. I have to admit I am not overjoyed with this project."
*Letter from Parent of an A level student in West London, Hayley Green, Hayley Wood, Hayley Road, Hayley Park, Hayley Lane, Hayley Hill, Hayley Bridge, Hayley Avenue, Hayley Close, Hayley Gardens, Hayley Square, Hayley Mews, Hayley Walk, Hayley Crescent, Hayley Drive, Hayley Terrace, Hayley Rise, Hayley Grove, Hayley Place

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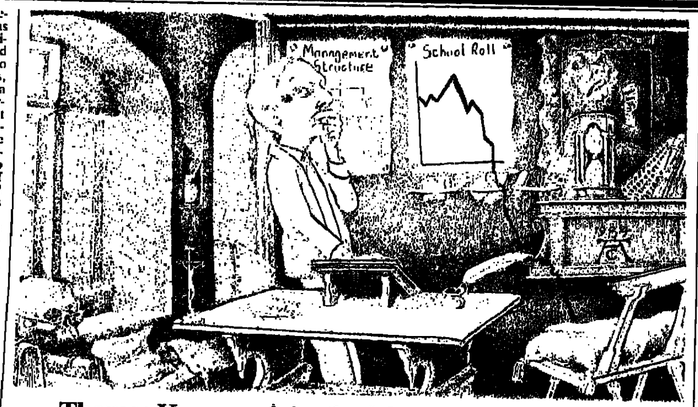

Thomas Kempner joins the debate on the selection and training of heads with a report on a course that has improved their skills as managers as well as their understanding of industry

How to keep up with the other leaders

The need for effective management has appeared in many areas of society where it was not considered important before. Good amateurs could do the job and did so competently enough. In many cases, flair got them through. But it is a naughty and messy world: large charities, like Oxfam, the National Trust and many more, find themselves managing complex enterprises. Schools are the latest to join this list. Are headteachers managers and, if so, how do their jobs differ from the general run of managers in industry and commerce?

Schools reflect the prevailing values of society. It has long been pointed out, however, that in Britain this has worked to the detriment of our *industrial* performance, at least over the past 100 years. Our education system has rightly been proud of its emphasis on academic achievement, but this has led our most able school-leavers to eschew careers in industry. As a result, Britain's record in research and our standards in the professions and public service are the envy of the world, while our industrial leadership has withered away.

We are now in a position where the country's economic base cannot provide employment for hundreds of thousands of school-leavers. Prospective employers regard their skills, knowledge and attitudes as inappropriate for an increasingly competitive and technological world. While we are among the leaders in the developed world in Nobel prize-winners, we are also top of the league in the proportion of young people without jobs.

British headteachers tend to have more discretion over the content and

Someone raised the growing management problems facing heads . . . we decided on an experiment

design of the curriculum than their counterparts in those countries who are our industrial competitors. No one can deny their professionalism or competence, but they are subject to the criticism that they are unfamiliar with the world in which their school-leavers will eventually seek work.

Schools prepare our children for life. Altruism, of course, but the implication is important nevertheless. The ideas, values and influences of school remain with us for the rest of our lives. Teachers, whether they like it or not, are role models. Society wants them to manage important social assets and we would like them to do that efficiently.

Secondly, if they are to give guidance to prepare children for work, then it would help for them to be familiar with industry and commerce. Not easy. Good teachers are people of wide and civilised interests but most of them go from school to university and back to school. In that sense, they are neither better nor worse than the majority of us who may know a great deal, but over a very narrow front.

What could be done? The two classic ways are varied job experience with job rotation and training. The first is difficult. The world is, to say the least, imperfect. It sounds good to suggest that teachers should do other work before settling down to a lifetime of teaching and then have occasional sabbaticals during their career. The theoretical arguments in favour are very great. The difficulties and costs are also obvious; this is not an argument I wish to get involved with here.

So let's look at training as the better thing, remembering the two objectives: a better understanding of industry and commerce *and* improved management skills. Can we combine the two? By chance, we may have stumbled across the solution by a happy bit of serendipity.

About five years ago, we were discussing further nominations of officers from some local authorities to attend the 10-week general management course at Henley.

Someone raised the growing management problems facing heads. We speculated about their training needs and decided on an experiment. The college would accept headteachers for the course. With the help of local education authorities and the Department of Education and Science, a selection procedure was agreed for one or two heads to attend each course. To date, 18 have done so from a variety of schools in every part of the country.

The objectives of the course may be simply stated: to improve skills and understanding of managers in education. The course is designed for managers of very widely from the public and private sector, from every branch of industry and commerce and from non-profit as well as profit-making organizations. Between 35 and 40 per cent are from overseas. Some subjects on the course are designed to improve skills, but the main objective is to widen perception about the economic, technological and social environment and then use that knowledge to steer the firm in a better strategic direction. Like all management courses, the syllabus deals with people, money, numbers, the environment, planning and policy-making.

The responses and comments from the headteachers were so encouraging that the scheme has been extended. They were quite clear. First, the similarities between the management roles of a headteacher and that of any manager are very close indeed.

Secondly, a major value is to learn on the same course with managers from a wide cross-section of society. [illegible] makes heads better [illegible] commerce. [illegible] for the benefit of teachers and the guidance of children. Thirdly, the other course students benefit; they have a keener appreciation of [illegible] schools without [illegible] can improve.

Fourthly, and emphatically, the rest of the students are not teachers, the point here is that in-service courses which heads normally attend are by and for teachers and this is a limiting factor.

What then are the similarities and differences with managers' needs from other sectors? Both deal with people and resources and must handle the external influences which affect their organizations. All managers must have professional expertise; in the case of headteachers this consists, for example, of an understanding of the education system in its broadest sense, teaching skills, curriculum design, selection of teachers, legal constraints, relationships with the education authorities, parents' groups and unions. Managers in other sectors would find these activities familiar, replacing only one set of professional knowledge with another. The closest parallel is with other service organizations where the effective management of people is paramount; in service organizations people costs are a very high proportion of total costs.

Managers have had to tackle problems which have only become of

Courses which heads normally attend are by and for teachers and this is a limiting factor

general importance in schools in recent years. No doubt it can be argued that in the best schools this was always so.

Examples are:

Personnel policies – improved selection, training, discipline, motivation and appraisal;

External relations – with a variety of more vocal pressure groups which have politicized schools – parents, politicians, influences on curricula and standards. Yet pressures of this kind, and how to live with them, are the common experience of all managers;

Marketing – and the "image" of the school – have only recently become a major issue, although other managers have always had this matter as a major part of their lives;

Authority, power and symbolism – there are changes in society which affect these matters. Headteachers have had their role challenged – as have other managers;

Planning and long-term strategy – within the context of changes in the social, economic, political and technological environments, are now part of every manager's life – or should be if they want to survive;

Organization development (OD) – analysis of organization structure, contingency theory are the subject of speculation and research although in these subjects much remains uncertain.

A few subjects like finance and investment appraisal have little relevance. Even here headteachers say it is useful to understand a topic of great concern to a majority of managers.

The above results should not surprise us. [illegible] in parallel with the needs of those of similar intelligence and educational attainments who, after leaving full-time education, chose industry and commerce while some of their peers became teachers.

One must not claim too much, but our experiment shows that it is possible to improve the skills of headteachers as managers *and* their understanding of industry and commerce. It does not solve all the problems of school management let alone some of the larger issues of the role of schools in society. But it does do a little and it works and that must be valuable.

Professor Kempner is the Principal of Henley, The Management College.

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NEWS

UGC told: extend adult courses

by Biddy Passmore

The University Grants Committee should ask the Government for extra money to stimulate the growth of post-experience vocational education, according to the report by the committee's working party on continuing education.

The working party, which was chaired by Mr Stuart Johnson, Leeds' director of education, states baldly that continuing education should have equal status in universities with research and the traditional teaching of young undergraduates.

In his introduction to the report, Mr Johnson says it is no longer enough for universities to concentrate on imparting knowledge by direct teaching on full-time courses to 18 to 25-year-olds and to those over 25, mainly through the publication of research. The rate of change is now so fast that education must be a part of a lifelong process, encouraging them to provide more part-time degrees and diplomas.

The report endorses the students support package recently submitted to the Government by the Manpower Services Commission, which includes grant aid to employers for updating the skills of their employees, grants to the unemployed to improve their basic skills and a loan scheme to individuals wishing to enhance their skills, retrain, or set up a business.

If these proposals are not accepted, however, the report favours further consideration of tax concessions to individuals making post-experience vocational courses.

The report also says the Government should review the present arrangement of giving funds for [illegible] on only to selected [illegible] encouraging them to [illegible] learnt during an apprenticeship, no longer serve for a working lifetime.

The report recommends the establishment of a standing committee of the UGC to oversee the development of continuing education and to collaborate with other bodies working in the field.

As financial incentives to universities, it proposes:

- More money from the Government, so that the UGC would be able to allocate £500 in grant to cover overheads for each full-time equivalent student taking a post-experience vocational course (fees would be expected to cover directly attributable costs, such as staff specially recruited); and
- A redistribution of existing resources, so that universities receive the same [illegible] of grant for [illegible] vocational courses [illegible] only to [illegible] undergraduates.

Help wanted for Warnock

The Government should give local authorities more guidelines and resources to implement the 1981 Education Act which put into force much of the Warnock report on children with special educational needs, says a report published this week.

The Independent Development Council for People with Mental Handicap says only then will the charge be countered that the Act offers everything but the skills, resources and goodwill necessary for effective implementation.

The council was set up in 1981 by a group of organizations caring for mentally handicapped people after the Government axed the National Development Group in its purge on quangos.

Next Steps, IDC, 126 Albert Street, London NW1 7NF, price £3.50 including postage.

NEWS

Concern that police may have seen school files

by Mike Durham

Teachers and community workers in Ealing, West London, have launched a campaign for tighter control of school records, following allegations that a secondary school passed on to police confidential information on a 17-year-old former pupil.

The youth, who had attended Dormers Wells High School, Southall, was arrested and held for several hours by police investigating a burglary. He was not charged with the offence. On his release, he told civil rights workers he saw his school photograph and record in the police station.

The school has admitted giving police the photograph, but denies handing over school records. A special sub-committee of the school governors is holding an inquiry into the incident.

But Mr Reginald Hartles, Ealing's chief education officer, in a reply to criticism from the National Union of Teachers and Southall monitoring group, does not rule out handing over records to the police.

"Clearly the authority would wish to assist the proper process of law and would not for its part refuse to divulge information it possessed when criminal acts were being investigated," he wrote.

The group, which observes police activity in the area, took up the case with the school, its governors and the l.e.a. after the youth's mother failed to get a satisfactory reply to complaints. They have been joined by the NUT's local association.

"This case demonstrates that there is a need for a definite policy on school records in Ealing," said Mr Martin Gerald, Ealing NUT spokesman. "The pupils rights were infringed, and so were the parents". Records should not be made available to outside agencies other than those they were intended for.

"It could well result in teachers not putting much down in the records if they don't know who is going to have access to them."

Mr Hartles told *The TES*: "It is not as they say it is. As far as I can tell the school did not pass pupil records to the police. What was made available was a photograph. The governing body is looking into it."

The school declined to comment.

Meals staff jobs fight

School meals staff in three local authorities are battling over threats to their pay and jobs.

Hertfordshire County Council decided last Tuesday to carry on with the service provided that kitchen staff accepted a pay cut amounting to around 17 per cent. It is possible that the service in some schools will be privatized if staff refuse to accept the new contracts. The council met while around 4,000 school meals staff demonstrated outside county hall in protest at the cuts (above).

The National Union of Public Employees has condemned these moves throughout the country as "highly discriminatory attacks on low paid women by Tory councils".

Mr Harold Wild, NUPE's national secretary, said: "It is part of a Government plot to get women back behind the kitchen sink."

In Birmingham, the council is offering new contracts to 5,500 kitchen staff in an effort to save £500,000.

The deal will include a wage increase of 1.5p an hour, a lump sum payment to staff accepting the new contracts before March 16 of between £60 and £200, no allowance for laundry and no free meals or retainer pay.

NUPE was due to held a mass meeting late on Wednesday for members to discuss taking legal and industrial action.

Mr Jerry Bartlett, the area officer for NUPE, said the Labour party in Birmingham had already pledged not to break national conditions of service if it got back into power in May. He was expecting a large turnout.

East Sussex's county education officer, Mr Tony Carter, has just written to all 1,800 school meals staff asking them to accept new contracts by March 16 to save the council £600,000. There has been no reaction so far.

Brooke in letter error

Mr Peter Brooke, the higher education minister, admitted both on paper and in the Commons this week that he had made a mistake when he told readers of *The Guardian* that the grant to universities had not been cut between 1980–81 and 1983–84.

He wrote in a letter to the newspaper last month that the universities' grant had risen over the period in cash terms by nearly 25 per cent, and in cost terms had shown virtually no change.

But Mr Brooke was swiftly challenged by a prominent constituent, Lord Flowers, rector of Imperial College of Science and Technology and chairman of the vice-chancellors' committee, who said the cash increase was actually 11 per cent and the real cut some 14 per cent.

A tutorial with the chairman of the University Grants Committee followed, after which all three agreed that the cash increase was 13 per cent, equivalent to a reduction in cost terms of 8.75 per cent. Mr Brooke wrote to *The Guardian* this week admitting his error and apologizing for it. He told MPs in the Commons that committing an error in *The Guardian* was not yet a capital offence.

Business revived

Ties Investments, the company which ran a lavish summer school at Harrow which went under with debts of over £1m. has been reformed as Ties International Educational Services in an attempt to keep the operation going. Harrow School said it would consider having the firm back this year provided it paid the £50,000 outstanding from last summer.

London officers 'poorly paid'

by Sandra Hardingham

Divisional education officers in the Inner London Education Authority work long hours and have heavy responsibilities, but are inadequately paid, an arbitration hearing was told on Monday.

Mr Arthur Capelin, Greater London Council staff association deputy secretary, told the arbitration panel that a 47-hour week was the average for an ILEA divisional education officer.

Each of the 10 divisional officers, backed by a deputy, has responsibility for 50 administrative staff and 40 educational welfare officers. They have supervisory responsibility for 1,900 teachers and 1,700 workers in schools, including school secretaries, cleaners and meal staff.

For all this, a divisional education officer receives between £18,144 and £20,199 a year. There is now a recruiting problem – Lewisham is advertising a second time for a divisional education officer and Wandsworth had to advertise three times.

Senior officers at the GLC and ILEA have gone to arbitration after rejecting a flat rate offer from the Labour administration of £591 a year, worth 3.42 per cent on their pay. They are seeking a minimum of 8.3 per cent and are opposed to the administration's policy of narrowing differentials for staff.

This group covers 820 officers, 85 per cent with the GLC and 35 per cent with ILEA, but excludes chief officers. Arbitration results are expected in about three weeks.

This claim relates to a settlement due from July 1, 1983.

DES probes exam and selection link

The statistical relationship between an authority's exam success and the proportion of its pupils in selective schools is now under investigation within the Department of Education and Science.

This is one of several factors which Sir Keith Joseph, the Education Secretary, has asked his statisticians to look at as a follow-up to their study of the relationship between spending and standards. The study, published last December, found that spending per pupil made little or no difference to results, and that most of the variation between authorities could be explained by social class.

Rhodri Keith told the Commons last week that further studies of local education authorities would probably provide "only limited insight".

He has therefore asked the DES to carry out a pilot study for a sample of individual schools and hopes to make another statement later.

Both the pilot project and the study of the relationship between selectivity and results could shed some light on the controversy over the relative achievement of grammar and comprehensive schools.

The controversy was fuelled last year by the publication of a study by Cox and Marks, *Standards in English Schools*, that found that higher exam results tended to be obtained in LEAs having a low proportion of their pupils in selective schools.

Peers upset passage of support grants Bill

by Biddy Passmore

Education ministers are steeling themselves to face delays in the passage of their Bill for education support grants after an embarrassing defeat in the House of Lords on Monday.

Labour and Liberal peers joined forces at the Bill's Report Stage to pass a new clause prohibiting the use of any money under the Act "where admission is based on selective examination or sets of tests of ability."

The new clause, moved by Lord Stewart of Fulham and passed by 40 votes to 31, was meant simply to inhibit schemes for reintroducing grammar schools (never one of the projects for which the money was intended). But, if it found its way into the Act, the effect of the clause would go much wider.

Not only would existing grammar schools be unable to receive any money under the new grants, but probably secondary moderns too, Independent schools – except for special schools – would also be excluded and even, ironically, the comprehensives in the Inner London Education Authority because of the authority's system of allocating children by ability bands.

However, ministers have been advised that it would be "a breach of constitutional convention" to overturn the clause on its Third Reading in the Lords next week. So the matter must now go back to the Commons, where the Government's solid majority will ensure that the offending clause is removed before the Bill is returned to the Lords. At that stage, the Government Whips in the Lords will presumably marshal their troops a little better than they did on Monday to endorse the change.

This means a short delay to the Bill's hitherto smooth passage. It was intended to have its Third Reading next Monday and gain the Royal Assent by the weekend.

Redundancies provoke strike

Staff in the offices of the Central Bureau for Educational Visits and Exchanges walked out on strike on Tuesday afternoon, in protest over dismissal notices handed to six of their colleagues.

The staff, members of the Society of Civil and Public Servants, claimed the redundancies were unnecessary – and said that they had put forward their own plans for cost-cutting measures which would avoid them. They threatened further action.

The Central Bureau is a government agency with – among other things – arranges in-service training for teachers, assessments for language teachers and youth exchanges.

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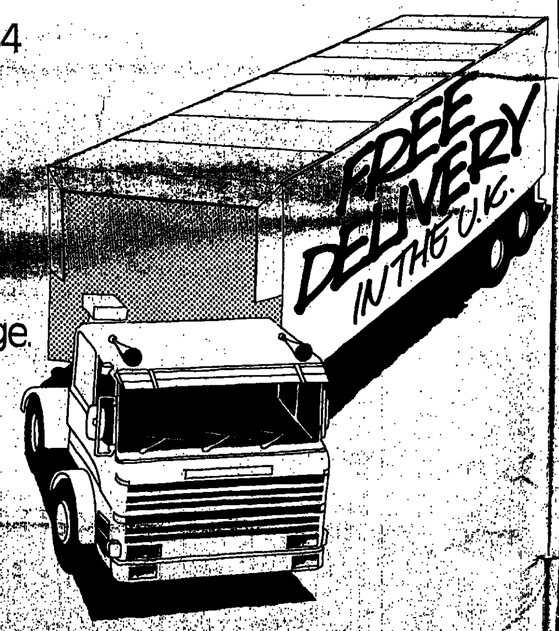

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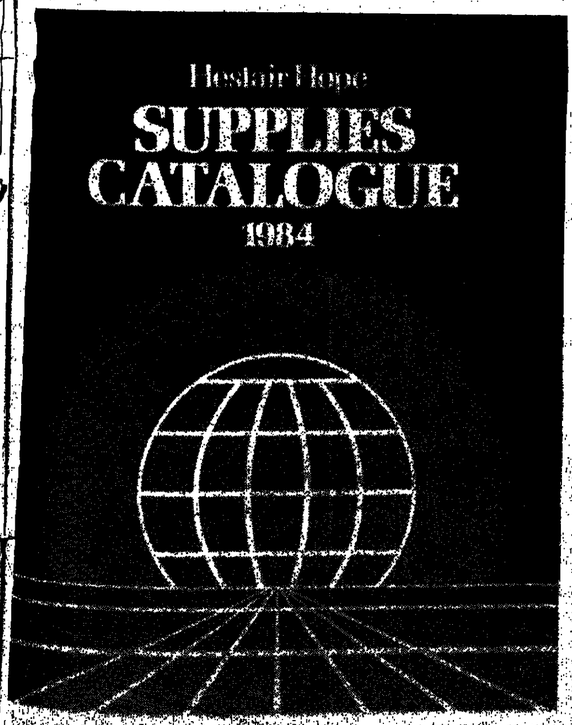

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IS ANY OTHER SUPPLIER OFFERING SUCH A GOOD DEAL?

Pursuing the school bully

School violence expert Professor Dan Olweus (right) believes his extensive studies in Scandinavia have important lessons for Britain. Nick Wood reports

Some of Britain's top psychologists and child psychiatrists watched a video nasty with a difference this week.

In it two 14-year-old girls come into a school cloakroom and hang up their jackets side by side. Another girl appears and attempts to hang up her jacket on a hook just beneath theirs. One of the original two brusquely intervenes: "Take your jacket away, it stinks."

The victim hesitates, then presses on. She hangs up her jacket only to see it wrenched from the peg and thrown to the floor. She has just been bullied.

This sad, depressingly familiar, little scene is just one of the ways in which Professor Dan Olweus, head of personality psychology at Bergen University, Norway, gets his message across.

It comes from a video on bullying which has been produced in Norway as part of a £100,000 government-backed drive against this form of aggression, which has just been launched in every school in the country.

Professor Olweus, who after 15 years research involving thousands of children is a man who could fairly claim to be the world's expert on the school bully and his victims, this week discussed his theories and findings with academics at the universities of Oxford, Cambridge, London and Southampton, at the invitation of the British Psychological Society.

He also spoke exclusively to *The TES* and began with something of a statistical bombshell. As a result of surveys of behaviour commissioned from teachers and pupils in the Scandinavian countries he concludes that 1 child in 20 is a bully and that a further 1 in 20 is a victim of bullying.

In Norway this means that about 40,000 children at any one time are locked into a vicious circle of violence, which for the perpetrators often ends in criminal offences and prison and for the victims represents years of chronic misery, with their personalities scarred for life.

If these findings held true in Britain, a colossal 425,000 children could be bullies, turning their unwanted attentions on another 425,000 of their classmates.

Many in this country would dismiss the professor's figures as fantastic, although he says he is used to such objections. "Now it's possible to speak about these things openly. When I started my research in Sweden in the early 1970s violence in schools was a taboo subject.

"I found it was a bigger problem than had been recognized. Teachers and headmasters said that there didn't seem any problem in their schools. But when we went through the surface we found there was a similar pattern to be found in Sweden as in Norway. We could tell parents and teachers to dismiss bullying and no more mischief than a bad conscience. The bully, he says, is a risky undertaking – hurting the aggressor on his own parents, brothers and sisters – in fact, anyone he meets.

Direct physical assaults are three or four times more likely to spring from boys than girls, the professor adds, but the latter are masters of a subtler form of verbal harassment of the kind depicted in the video.

For those on the receiving end it is often a case of once a victim, always a victim, whether it's a regular beatings up or more insidious teasing that is the problem.

The results can be tragic. Norway's drive against bullying was launched after a national outcry over the suicides of three children aged between 10 and 12 in the northern part of the country. Each had been bullied at school.

Professor Olweus, whose interest in this work sprang from his concern about growing levels of violence in Scandinavian countries – violent crime is up threefold over the past 20 years – gives this pen portrait of the typical school bully. "They are aggressive and have a relatively positive view of themselves. They have a positive attitude towards violent means as a way of solving conflict. They tend to have little empathy with their victims and little concern for them or worry about them."

A common concern in Scandinavia has been that the bully beneath the surface is as anxious and insecure as his victim and that therefore trying to stop bullying is like trying to stop hitting the wife of a battered husband.

"There is no evidence to back up that stereotype has prevented teachers from intervening in acts of aggression because if you think that the bully is as unhappy as his victims you are not likely to try to stop him. It's important to dispel that myth."

Professor Olweus believes he has demolished five more myths about violence between children:

● The size of the school and of the class makes no difference to the incidence of bullying – a finding that has not gone down well with the teachers' associations in Sweden and Norway which, like their counterparts here, have long campaigned for smaller class sizes. Bullying also tends to be as prevalent among younger children as among older ones.

● Bullying is also no respecter of social class. The offspring of the middle and upper classes in Scandinavia, such as they exist, are just as likely to turn out bullies as those with working class parents. He admits that this finding may not translate readily to other Western countries where the relative classlessness of Scandinavian society.

● Bullying is not a failure to self-actualize. The belief that the typical bully is an ignorant oaf, taking his revenge on the class swot who has earlier bested him at sums is fantasy, he says.

● Bullies and their victims tend to be of average ability and attainment – at least until the last three years of school, when there is a tendency for bullies to fall away.

● Victims are not singled out because they have an "external deviation" – in plain language things like protruding ears or teeth, red hair, spectacles and a tendency to fatness. Three-quarters of the Swedish school population suffers from at least one of these imperfections, but only one in 20 is picked out for abuse. At the most, a wart on the end of your nose is only a pretext for the attentions of the school bully, he says.

Professor Olweus claims to have identified some key factors in the make-up and the making of a bully. He stresses that so far more is known about this development in boys than in girls. It is these that form the substance of the booklets and leaflets which have been handed out to parents and teachers in the Norwegian campaign he has helped set up.

First, they are stronger than boys of the same age (physical strength is not relevant to bullying among girls) and their victims are weaker than average, as well as being more anxious, insecure and having less self-esteem (an image of themselves that is far bleaker than the truth).

Second, the way children are treated at home has a major impact on whether they become bullies. If the early relationship between mother and son is poor with the parent showing little interest in her child, he is much more likely to end up a bully at school.

This tendency is exacerbated if the parents are permissive and do not have clear rules limiting their children's behaviour, Professor Olweus adds. "Warm parents with clear rules for aggressive behaviour tend to have non-aggressive, independent and harmonious children," he says.

Third, parents who beat their children increase the likelihood of their becoming bullies. Punishment should be firm – such as the withdrawal of privileges – but not violent.

He sums up: "You must have a good combination of warmth, interest and involvement and clear limits to what is acceptable behaviour. These two factors are very important in the upbringing of children. What we have found for the bullies is that they had too little love and warmth from their parents and too much freedom and physical punishment."

The Norwegian campaign is seeking to break through teacher feelings of helplessness and apathy about violence among children and persuade them that it is worth intervening. In large measure it is a question of a change of mentality but, in addition, teachers and parents are given practical suggestions about how to handle these problems when they exist and how to prevent their appearance.

It is also trying to get parents to take their responsibilities more seriously. In practice this often means just spending more time with their sons and daughters, taking them to a football match or sports centre, for instance.

Professor Olweus thinks Britain could do something similar.

Call for pastoral care course

by Diane Spencer

Pastoral care in schools is so neglected by teacher trainers and local education authorities that it is "a cause for concern", claims a survey report presented to a conference last week.

The survey, by the National Association of Pastoral Care, revealed a gloomy picture of training opportunities for teachers. Those that did exist were "largely irrelevant".

At a special meeting at Warwick University called to discuss the findings delegates recommended an investigation into pastoral care in schools and colleges.

They also wanted greater involvement by parents and pupils in children's development and to ensure that pastoral care takes full account of different cultures and beliefs in society.

The survey of 12 local authorities, 12 colleges or departments of education, 18 schools and 1,100 teachers, found that one quarter of the schools had no induction programme for new teachers.

It also revealed that the vast majority of teachers said their initial training contained little or no work on pastoral care, and that more than one-third of experienced teachers had never attended courses on pastoral care.

Other points uncovered in the survey were:

● Under 1 per cent were taking courses in pastoral care leading to a qualification;

● local authority advisers were criticized by teachers as remote or ineffectual;

● no education authority has a specialist adviser for pastoral care;

● in-service training is ineffective and few induction courses or materials for guidance are provided; and

● there is a complaint of shortage of staff and money so they are unable to do more.

Training and support for pastoral care, **Peter Maher and Ron Best, NAPCE, c/o North Westminster School, Penfold Street, London NW1.**

Few women on MSC boards

Only 36 of the 270 places on area manpower boards of the Manpower Services Commission have been taken up by women, according to the TUC's *Women Workers' Bulletin*.

The pamphlet says that much of the recruitment material put out by the MSC is still "male orientated" despite its own training video aimed at removing traditional prejudices about work roles.

It says that the TUC is pressing the MSC to review its provision for women workers and for training and employment for women and girls.

Announcements

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Statistics show more mixing

by Biddy Passmore

Over 70 per cent of state secondary schools – now almost two-thirds of all secondary schools – are mixed, according to the latest complete set of statistics for English schools.

The figures, released in summary form in statistical bulletin 3/83 a year ago, show that there were 4,622 maintained secondary schools in January 1982, of which 3,855 were mixed. The remainder were almost evenly divided between boys' and girls' schools.

The total number of pupils in maintained secondary schools was 3.8m. Of those, 7.1 per cent were in middle-deemed secondary schools, 5.6 per cent in secondary moderns, 3.3 per cent in grammars, 1.1 per cent in technical schools and 82.9 in comprehensives, including sixth-form colleges. Taking middle and comprehensive schools together, the proportion of pupils reached 90 per cent for the first time.

The actual number of grammar school pupils has fallen by 100,000 since 1981 and 1982.

Within the maintained sector, about 1.7m out of the 7.6m full-time primary and secondary pupils were in voluntary schools. Of the 8,100 voluntary schools some 3,350 were voluntary controlled, 4,650 voluntary aided and 100 special agreement.

A breakdown of voluntary schools shows that the largest number (5,330) were Church of England, with 2,470 Roman Catholic – nearly all aided – 41 Methodist and 21 Jewish.

On class sizes, the statistics show that more than a fifth of primary classes and 8 out of every 100 secondary classes still had more than 30 pupils. Classes were biggest in the North and smallest in the South (excluding Greater London). Smallest in Lothian (Scotland) and Dyfed (Wales).

The pupil/teacher ratio in primary schools was 22.1 and in secondary schools 15.2 in the maintained sector.

Independent schools had a ratio of 10.1 in 10 of all full-time secondary pupils are in five A level students. The proportion of their pupils staying on beyond 16 remained at about 72 per cent.

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Schools to exercise a vote on health topics

by Nick Wood

Parents, teachers and pupils at up to 100 primary and middle schools across the country are to be asked whether controversial topics such as sex education, smoking and drug-taking should be discussed in the classroom.

The survey is part of an ambitious Health Education Council initiative aimed at drawing up a national plan for health education and persuading at least half the junior schools in England and Wales to adopt coherent programmes in the subject by the end of the decade.

The project is being supported by an HEC grant of £400,000 over the next three years and it will be based in the health education units of the universities of Southampton and Exeter.

Mr Trefor Williams, director of the Southampton unit, said that HMI and other research indicated that although most schools covered health education, only about one-fifth have a teacher responsible for its development, and even fewer have a school plan for its teaching.

The symbol of the Health Education Council's *My Body* project

The questionnaire that is to be sent out has been devised by staff at Exeter. Separate versions for parents, pupils and teachers list 43 possible health education topics and ask whether or not they should be covered in the classroom. The views of doctors will also be sought.

The broad scope of the questionnaire reflects the eclectic nature of health education. Honesty, caring for the old and the handicapped, food and health, death and bereavement, safety, menstruation and boredom are some of the topics on which opinions are being canvassed.

Mr Williams said that the survey results would be fed into a computer and analysed to see which were the most popular topics with parents, pupils and teachers. The information would help to build up a curriculum framework for the 5 to 13 age group to which teachers could refer for guidance on when and how to tackle important themes.

Teaching materials would be produced for those topics not covered by the existing schemes of work, such as the HBC/Schools Council 5 to 13 project on health education and the *My Body* project for children aged 10 to 12.

Ha'penny fund proves useful

An infants' school has found a use for the lowly halfpenny, the coin most people would leave lying in the street.

For several weeks children at Latimer All Saints Infants in Edmonton, north London, turned up to school with their pockets bulging, eventually amassing £3.364 for *The Sun* newspaper's Give A Toddler Safe a Toddler campaign.

Mrs Valerie Brooker, the deputy head, explained much valuable maths work later this was found to add up to £17, money that will be spent on medical research into the diseases of childhood.

"It was amazing the amount of halfpennies we got out of it," she said.

Large classes blamed for rise in staff breakdowns

by Adriana Caudrey

Increasing numbers of primary teachers are suffering from nervous breakdowns and stress-related illnesses as a result of classroom pressures, one of the country's biggest teaching unions believes.

The National Association of Schoolmasters/Union of Women Teachers claims that over-large classes are the principal problem as falling rolls have not brought about the hoped-for improvements in pupil-teacher ratios.

But the union's deputy general secretary, Mr Nigel de Gruchy, said this week that teachers' difficulties were being exacerbated by the growing number of violent and disruptive primary and infant pupils – particularly in inner city schools.

"This sort of social problem is moving down the age scale," he said. "Violence and disruption are not going on everywhere, everyday, but a constant trickle of such cases is coming to our attention and this used to be virtually unheard of."

The union has drawn attention to the plight of overworked primary staff in a newly-published pamphlet "Staffing Standards in Primary Schools".

And it has committed itself to a three-point plan for improving standards which involves:

●protecting teaching jobs;

●increasing in-service training for primary teachers; and

●introducing more non-contact time for lesson preparation and marking.

The NAS/UWT executive decided last Friday to campaign for 20 per cent "non-contact time" and Mr de Gruchy said jobs should be shared out more fairly to make this possible.

According to the pamphlet recent school closures and mergers have resulted in the shedding of 9,238 primary teaching posts to date. The union anticipates that job losses will eventually amount to between 5,000 and 10,000 annually.

Nigel de Gruchy

Car accidents claim more child victims

by Diane Spencer

Death and injury on the road is still increasing among children under 14, according to the latest casualty figures from the Department of Transport.

The Pedestrians' Association is calling for a change in the law to hold drivers negligent until proved otherwise when they are involved in accidents.

Mr Frank West-Oram, vice-chairman of the association, said that most child pedestrian casualties are knocked down in residential streets. The common plea accepted by the courts, is that the child ran heedlessly into the road, and there was nothing the driver could do to prevent the accident.

"In no other situation is an adult who has harmed a child not expected to take responsibility for avoiding that harm," he said.

The number of under-14-year-olds killed or injured increased from 6,547 in 1981 to 6,695 in 1982. The rate has almost doubled from 36 per 100,000 in 1958 to 71 in 1982.

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NEWS

The appointment this week of Mr Jocelyn Stevens as rector of the RCA is a daring gamble on tough management

The man to bring back the zing

by David Walker, social policy correspondent of *The Times*

The Royal College of Art, training school of David Hockney, Zandra Rhodes and, further back, architect Edwin Lutyens and illustrator Kate Greenaway, has taken a gamble on which – some say – hinges its future as a free-standing institution.

As its third rector in the space of three years, the college has chosen no industrial designer, nor a creative artist with a gallery full of painting and sculpture, nor a sharp intellectual like Dr Lionel March, the outgoing rector who was effectively forced to resign because of internal opposition to his programme of reform.

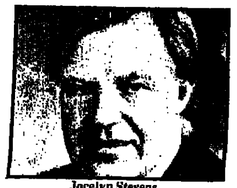
Instead it has chosen a publisher and country landowner whose recreation is listed in *Who's Who* as shooting; a former debs' delight, whose contribution to the theory and practice of design – to judge from the pages of the *Daily Express* and London *Evening Standard*, papers he used to manage – is negligible: 52-year-old Mr Jocelyn Stevens.

The Stevens appointment is a huge risk. The publishing tycoon who skis at Gstaad and shoots in Scotland will have to accommodate himself to the world of art and design course validation, haggling with Department of Education officials over small sums and the well attested bitchiness of the RCA's senior common room. If he doesn't and follows Dr March in resignation, the college could not continue in its present form: there would be immense external pressure, probably leading to its incorporation into the University of London.

Yet Mr Stevens' arrival, in the autumn, at the college's warren of buildings in South Kensington will also be a huge opportunity for an institution riven by argument and self-doubt in recent years.

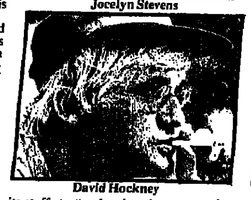
It shows, for one thing, that the Establishment old guard who stock the RCA's council and other external committees still have faith. Mr Stevens' appointment owes much to Lord Whitelaw's good friend, the former chairman of the BBC, Lord Howard of Henderskelfe, who has been connected with the RCA for many years and is currently its honorary treasurer. In the social circles in which both Lord Howard and Mr Stevens move, the RCA still has a cachet denied most other institutions of higher education.

Perhaps more relevant to the RCA's immediate needs: Mr Stevens has been appointed to provide tough management, to get its finances in shape and, in the words of one enthusiast among its staff, to "make the place go with a zing again".



Jocelyn Stevens

Lionel March



David Hockney

Zandra Rhodes

The RCA began life 150 years ago as a school of design run by the Board of Trade. After periods of glory in the mid-nineteenth century (notably in industrial and commercial design), in the early twentieth century (the fruition of the William Morris arts and craft movement) and again in the 1950s and early 1960s, the time of Hockney, Bridget Riley and all, the RCA appeared in the later 1960s to have a fixed place in higher education.

Awarding its own degrees and directly funded by the government, the college should have become the preeminent centre of excellence in art and design. Instead, during the 1970s it suffered from the competition of the polytechnics which were both refining art and design education and innovating in such newer areas as computers and electronics. Unlike the institution with which it is directly comparable, the Cranfield Institute of Technology, the RCA eschewed industrial support for research and partnership with commercial firms in design.

With the appointment in 1981 of Dr March, some of these tensions rose to the surface. His very appointment caused resignations. On one side people such as Sir Terence Conran, founder of the Habitat chain, saw the appointment of Dr March, a Cambridge-trained architect and latterly professor of design at the Open University, as pushing the RCA in too academic a direction. But on the other side, RCA staff were hostile to Dr March's suggestion that the academic quality of much of its work was inadequate.

His attempt to mobilize outsiders to push the RCA into reform created more antagonism. A case in point was the establishment of a commission on communications, chaired by the BBC executive Mr Aubrey Singer, and including computer tycoon Sir Clive Sinclair and Mr Maurice Saatchi of Saatchi and Saatchi.

In Dr March's own words: "The UK communications industry has an estimated £14 billion turnover a year and I am convinced that the college has a major contribution to make to this industry, which is as yet not so well served by higher education. I expect the commission's report to challenge current subject divisions and priorities within the college."

Neither Dr March's polysyllabic papers on the "aesthetic state" nor his enthusiasm for academic collaboration with other institutions such as the Imperial College of Science endeared him to the rather in-bred teaching force in Kensington Gore. Contemporary pressures on finance and murmurings from Elizabeth House that both ministers and officials would not be reluctant to see the RCA become part of the regular university set-up did not assist Dr March's crusade for change.

Reluctant to muddy the waters, Dr March told *The TES* this week that now the college had made a choice about the new rector, he wished Mr Stevens well. "Hopefully everyone will back him, and give the college a chance."

The agenda is certainly full. The Inner London Education Authority is in the midst of a wholesale redrawing of the map of higher education in art and design, pondering the future of Central, Chelsea, Camberwell and St Martin's: it would be inconceivable that the RCA did not have a role in this rationalization.

There is money. As recently as 20 years ago nearly half the RCA's income came from research and development; now it is a tiny fraction. The college is dangerously dependent on its recurrent grant – £3.8m in 1984–85 – from the government. Mr Stevens will have a task not only in shaking out his wealthy friends and cultivating endowments, but in boosting the industrial connexion.

There are students. Even before the fees were increased, the RCA was losing its international contingent of students. Dr March was convinced a special effort was needed rather like Professor Dahrendorf's at the London School of Economics to increase the number of non-British students studying at the RCA's still unrivalled array of studios and workshops.

There are computers and the host of issues raised for art and design by the information technology revolution.

"Unfortunately," Mr Russell Kirsch, head of artificial intelligence at the United States National Bureau of Standards, said in an open letter to the college, "the RCA is grossly underequipped in the necessary technology. Fortunately, the intellectual resources are abundant. Perhaps under the Department of Trade and Industry's new programme in automation, support will be forthcoming for the necessary facilities."

The March agenda now bequeathed to Mr Stevens is one of joint courses with the Victoria and Albert Museum, joint programmes with the London Business School, "credit" transfers, "teaching companies" and computer-aided design. Much of it is unglamorous, a world away from the board rooms of Fleet Street. But unless the issues on that agenda are tackled, and soon, the future of the Royal College of Art is questionable.

'Lip service' angers director

by Diane Spencer

The retiring director of Coombe Lodge, the national staff training college for further and higher education, has delivered an angry parting shot at the Government and local authorities.

In his farewell statement in the college's latest annual report, Mr Gordon Wheeler points out that the students' union of a single polytechnic gets more from public funds than Coombe Lodge.

"Thus do I write in anger – of course, the resources for any activity are scarce and should be carefully husbanded – that is what the staff college is all about. It is not difficult, however, to see the almost unashamed and unaccounted profligacy in public expenditure which abounds, while little more than lip service is paid to the work of the college."

Local authority grant support had fallen by 8 per cent since his appointment in 1977. Yet fee income had increased by 33 per cent, publication income by 22 per cent, members by 12 per cent and operating weeks by 6 per cent. Research and development projects yielded £130,000.

"One may ponder why financial support for such agencies as the Further Education Unit, Open Tech, Council for National Academic Awards and the Manpower Services Commission is so relatively generous and expanding while the single institution concerned with improving the management of further and higher education is so hamstrung," he said.

Governments and local authorities had praised the work of the college during its 25 years' existence, but they still failed to take staff training seriously enough.

The significant changes proposed by the Government in its recent White Paper, *Training for Jobs*, made it more urgent to "invest in the management training of FE staff. "An investment which should match that already being made in the selection and management training of school heads.

"It is too much to expect a staff college with a dozen academic staff to provide the services asked for and required by a service which has nearly 1,000 institutions and at least 200,000 staff."

Mr. Wheeler, 61, was a former deputy director of Coombe Lodge and before that head of the management studies department at Slough Technical College. His successor will be chosen this week.

The Further Education Staff College, Report on the year 1983, Coombe Lodge, Blagdon, Bristol, BS18 6RG.

£88,000 extra to aid Welsh

Winners have set aside an extra £88,000 to foster the Welsh language this year, bringing the total to be paid out in grants to just over £2m, the highest ever.

Within that total the sum paid out under the 1980 Education Act to bodies such as education authorities and colleges will be £941,000 in 1984–85, compared with £918,000 in the previous year, an increase [illegible] since 1979.

[illegible] reflecting the importance of computer related study, while the money for universities, colleges and departments is down slightly, from £104,000 to £70,000. The Welsh Joint Education Committee gets a rise of £50,000, to £200,000.

The largest grant to a voluntary body will go to the Welsh Books Council, which will get £340,000.

Commons group produces second video nasties report

by Carolyn O'Grady

A second report sponsored by MPs, which says 37 per cent of 7 to 16-year-olds have seen "video nasties", has been criticized by the video industry. Now in a second report, claims to be based on a full analysis of a national sample survey, the group says its original figures are more than substantiated.

The first report was published last November and stated that 40.4 per cent of children in England and Wales had seen one or more violent films that had been prosecuted under the 1959 Obscene Publications Act. These include such notorious videos as *Driller Killer* and *Zombie Flesh Eaters*.

Part two of the report says that this figure is actually 40.9 per cent. Other updated conclusions are that 40.9 per cent of children have a video recorder in their home compared with 37 per cent as originally thought.

According to the report, more boys than girls watch video nasties, 50.7 per cent compared with 41.7 per cent.

[illegible] apparently to meet the needs of a bill to ban video nasties.

[illegible] gathered by Oxford Polytechnic's television research unit who disowned the first report. Two of the sponsoring churches also disowned the report and have set up another project. The Social Science Research Council has been called upon to set up an independent inquiry regarding the conduct of the report. Later the research contract was removed from the unit since when a new research team has been analysing the data.

The report is published by the Parliamentary group video inquiry whose chairman is Lord Nugent of Guildford and has been compiled by Dr Clifford Hill, Dr Howard Davis, Professor Robert Holman and Dr Geoffrey Nelson.

Video Violence and Children, part two: Children's Viewing Patterns and Parental Attitudes in England and Wales available from Parliamentary Group Video Inquiry, 58 Hanover Gardens, London, SE11. Price £5.55 including postage.

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The Territorials

NEWS

Qualified peace studies truce declared

Nick Wood reports from the weekend peace studies conference at which Sir Keith Joseph extended both a handshake and a fist

Peace studies are not unacceptable in the classroom providing certain safeguards against bias and indoctrination are met. This qualified approval came from Sir Keith Joseph, speaking at a conference in London on peace education in schools organized by the National Council of Women of Great Britain.

Sir Keith said that peace studies, a term he regretted because of deplorable attempts to exploit the connotations of the word "peace", did not merit the status of a separate subject on the school timetable.

Instead, teachers should deal with the morality of war, the causes of war, and one-sided or two-sided disarmament, as and when they "cropped up" in other subjects such as history, physics or English.

"As pupils mature they ought to be encouraged to apply their reasoning powers to these and other important issues of the day. . . The approach in the classroom should be rational and not emotional," Sir Keith said.

"Since such subjects will come up naturally in the curriculum there seems to be no need to make special space for studies labelled peace."

Questioned later, the Education Secretary said that he did not intend to imply that teachers should refrain from planning lessons and preparing materials on the nuclear issue.

"The words 'crop up' did not mean the emergence of the subject must be left to pure chance. A teacher in handling such subjects as physics, history, English or general studies can prepare the ground for a discussion to emerge."

Despite the broadly liberal thrust of his remarks (his speech was "greatly welcomed" by Mr Colin Reid, secretary of the Peace Education Network) Sir Keith savaged those who would use the classroom as a political platform.

Referring to l.e.a. moves to draw up guidelines for teaching peace studies, he said: "I deplore such attempts to trivialize the substance of the issue of peace and war . . . and to present it so one-sidedly that if the teacher adopted the guidance he would be guilty of indoctrination.

"Such attempts are an insult to the teaching profession and a disservice to the cause of education in an open society.

"I deplore attempts to preach one-sided disarmament to primary pupils ('Babes against the Bomb') under the guise of teaching them, as they must be taught, to be kind and considerate to others; or to offer older pupils only one of the many views about national defence. . . .

"Teachers should not be asked, let alone obliged, to promote a certain view of the issue of peace and war, whether this takes the form of inviting consent to the present Government's defence policy as a practical duty or to the programme of the CND."

Afterwards he said he had studied the guidelines drawn up by Avon and Nottinghamshire, the two councils that had finalized plans for peace education.

He was relieved to find that the "wild words" of some local politicians had not surfaced in these documents. The introductions to both of them were "impeccable in their objectivity", but he regarded the syllabus content as "pusillanimous".

The Education Secretary also told the conference of the "scrupulously professional approach" he expected from schools and teachers dealing with controversial matters.

The teacher should present his material as objectively as possible, double check his facts, avoid an unbalanced or superficial selection of facts and encourage pupils to reach rational judgments.

John Slater HMI

Sir Keith Joseph

He agreed it was a tall order, especially when the teacher was faced with less able pupils and had to combine making complex material intelligible to them without distortion and over-simplification.

"If a teacher is asked by his pupils for his own view he should, as appropriate, declare where he himself stands, but explain at the same time that others, in particular the pupils' parents and other teachers, may disagree with him."

Sir Keith said that some, perhaps many, teachers achieved such a scrupulous approach, but he was satisfied that some did not. His evidence consisted of "press cuttings" and "half a dozen" letters of complaint from parents.

He invited parents to contact him personally if they could get no satisfaction from schools and l.e.a.s over complaints about classroom coverage of peace and war.

● Mr Giles Radice, Labour education spokesman, is to ask Sir Keith Joseph in the Commons how many complaints he has had about the teaching of peace studies and what representations he has had from the Inspectorate.

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HMI defends teachers

Mr John Slater, the HMI responsible for history, offered no support for Sir Keith's assertion that some teachers are biased in their coverage of the nuclear issue and seek to indoctrinate pupils.

"The vast majority of teachers who are trying to teach controversial issues, only one of which is peace and war, are trying desperately hard to do it with a degree of professional integrity," he told the conference, a couple of hours after the Education Secretary had left.

"Some do it well, some do it badly, some are experienced, some are inexperienced. Very rarely indeed is the problem that they are doing it with a deliberate degree of unprofessional malice."

Mr Slater said this opinion was based on close contact between HMI and schools, teachers and advisers up and down the country. He ruled out the possibility that subversive teachers had in some way hoodwinked the inspectorate.

"If there was a determined and persistent attempt by individuals to indoctrinate (pupils) they would not be able to keep it quiet."

Mr Slater said peace studies (he preferred "education for peace") had a "long and honourable" pedigree. It should be seen as one aspect of political education, which in the last 15 years had become more skills-based and concerned with live issues, and could trace its development back to the "civics" of Victorian times.

Education for peace was rarely found in a school as an identifiable and separate part of the curriculum, but it was often covered as part of established subjects such as history or English.

The current accent on studying differing areas of conflict with the aim of finding ways of achieving resolutions without recourse to violence has pushed peace studies to the fore, Mr Slater added.

Nevertheless, most education for peace was not concerned with the bomb or cruise missiles, the inspector said. Topics such as bullying, vandalism and football hooliganism loomed largest.

"Most characteristic of schools looking at education for peace is a ruthless examination of their own styles of running their own communities. Schools are beginning to ask if the style and governing ethos of the whole school community pays enough attention to solving problems by avoiding conflict and diminishing concentration.

"They may not always succeed, but this is a very important change of emphasis in schools, this is the most important spring of education for peace that I have seen"

Mr Slater concluded that teachers had to tread a delicate path between an over-emphasis on the problems of the world and a narrowly introspective view.

"If the result of teaching about war, peace and violence in society is merely to leave a class full of frightened children without the kinds of skills with which they can come to terms with, and perhaps diminish, their fears, the system has done a great disservice.

"If on the other hand they (schools) give young people the idea there is nothing to be frightened of, they engage in a confidence trick."

Union calls for impartial approach

by Richard Garner

Teachers who dodge the issue of peace studies in their schools lack professionalism, a leading member of the National Union of Teachers said this week.

Mr John Perry, vice-chairman of the union's international committee, made the remark at the launching of a new NUT publication, *Education for Peace*, which was being sent this week to all the union's branches to get teachers talking about peace education.

The document says teachers would critically examine their teaching materials to combat "militarism and chauvinism" – in the same way as they already look at textbooks for "racist and sexist overtones".

It also suggests that local branches of the union should press local education authorities to appoint advisers with responsibilities for peace studies.

Mr Perry said that the union would agree with Sir Keith Joseph, the Education Secretary, when he deplored attempts to appeal to emotion by the use of the word peace and warned against indoctrinating children.

Other union leaders stressed the importance of teachers presenting peace studies in an impartial manner.

Mr Don Winters, the union's president, said: "The union is most strongly of the view that the presentation of the issues should be fair and impartial."

However, they also pointed to the need to raise questions on the subject. Mr Perry said: "I do find it extraordinary that teachers have run things like cadet forces and have been officers in the army corps – yet nobody would dream of accusing them of being warmongers or provoking a blood-lust among young people.

"I wouldn't accuse them of that either – but, by the same token, if teachers talk about peace, nobody should accuse them of indoctrination."

The document says the "increased awareness of the threat of nuclear annihilation" has increased the demand for teachers to cover peace and disarmament issues in the classroom.

"The union deplores attempts to disrupt proper professional approaches to peace education by imputing political motives to professionals involved in curriculum development," it says.

It adds that teachers have a responsibility to help their pupils formulate views on important areas of public debate – and should not therefore ignore the arms race.

However, it continues: "Although the union would assert that disarmament is a legitimate area of classroom study, it is concerned that peace education should not be seen as relating exclusively to that issue.

"The emphasis on developing skills to resolve conflict peacefully is important and has applications for the pupil's whole career."

The cover of the NUT publication *Education for Peace*.

NEWS

IN BRIEF

Tories raise brainwash issue

Conservative MPs' concern about the brainwashing of schoolchildren appears to have been heightened by last Saturday's speech on peace studies by Sir Keith Joseph, the Education Secretary (see opposite page).

An early day motion calling for an amendment to the 1944 Education Act "to prevent the political indoctrination of minors at school" has been attracting signatures steadily over the past few weeks, but the list suddenly grew from 60 to 100 after the speech. Those signing include both left and right-wing Conservatives.

Race study

The Inner London Education Authority is carrying out a survey of schools and colleges' governing boards to see how well black people are represented on them.

Mrs Frances Morrell (pictured), leader of ILEA, thinks that black people are under-represented and is anxious to see them take part in decision-making. Governing bodies are due to be re-constituted in 1985 so the authority needs to find out the true picture in good time, she said.

A short questionnaire is being sent to each governor which uses categories of ethnic background recommended by the Commission for Racial Equality.

Tertiary nod

A Lancashire tertiary scheme has been approved by Sir Keith Joseph, the Education Secretary. He wrote to the county council on Tuesday giving the go-ahead to plans to remove the sixth forms from seven 11–18 comprehensives in the Blackburn and Darwen area and to set up a tertiary college based on Blackburn College of Technology and Design.

Memorial service

A memorial service for Sir Lionel Russell, the former Chief Education Officer of Birmingham who died last month, is to be held in Birmingham Cathedral on March 23. The Civic Thanksgiving service will be held at 11 am, attended by the Lord Mayor. All former colleagues and friends are invited.

Drug conviction

A teacher was last week jailed for nine months after being convicted of dealing in cannabis worth over £1,500. Mr Michael Allan, 33, of Cemetery Road Ipswich was found guilty at Wood Green Crown Court of possessing and supplying the drug. He was also given a nine months' suspended jailed sentence and ordered to pay £1,000 costs.

Officer elect

Ms Nadezhe Whitbread, principal lecturer in education at Leicester Polytechnic, is the vice-president elect of the National Association of Teachers in Further and Higher Education. Ms Whitbread, aged 54, will be the first woman to be NATFHE president.

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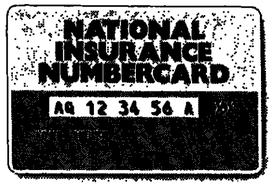

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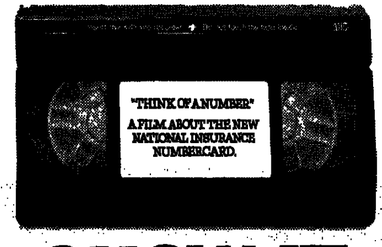

SHOW IT.

In January this year DHSS started to issue a new-style National Insurance Numbercard to everyone nearing school-leaving age.

"Think of a number" is a new video film explaining, in a clear and amusing way, why the card and the number are important. Intended primarily for showing to classes of 15-16 year-olds, it has a running time of 8½ minutes and comes with presenter's notes for class teachers or careers advisers.

One VHS or Betamax format videocassette is available free to every secondary school in the UK. If your school has not already ordered one, simply fill in the coupon opposite.

U-matic, V2000 and 16mm film formats (as well as VHS and Betamax) are also available on short-term loan to all potential users. Use the coupon to get further details.

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NEWS

NAB chief calls for greater access to HE

by Biddy Passmore

A system of two-year mandatory grants with the right to free tuition for a third year of higher education was proposed last week by Mr Christopher Ball, chairman of the board of the National Advisory Body for local authority higher education (NAB).

Mr Ball, who was addressing the annual meeting in London of the Association of Colleges for Further and Higher Education, also suggested that some public sector colleges should concentrate on providing two-year qualifications, which could become pass degrees.

Christopher Ball

He was commenting on the 150 responses NAB has so far received to its strategy document on the future of higher education as well as describing his personal response.

The fundamental question was access, he said. The Robbins principle had worked well enough for the past 20 years but would prove to be inadequate as a yardstick for the future.

First, the idea of the qualified student must be expanded to include qualification by experience, not just by examination and certificate. Secondly, Robbins had led higher education to concentrate almost exclusively on full-time and sandwich courses for 18-year-old school-leavers, thus overlooking the needs of mature students for adult and continuing education, often part-time.

Thirdly, Robbins had suggested – wrongly – that there was a natural level of access to higher education, whereas access was in fact managed.

"It is one of the special tasks of public sector higher education to explore the limits of access and to see how far it is possible to extend opportunities for higher education without sacrificing the quality of the education offered and while maintaining the provision of personal and social and economic benefits," he said.

"I do not believe we have at all nearly approached these limits yet."

It was essential to plan across sectors, Mr Ball said, and to ensure "dispersed access" because the non-traditional student was more often attracted to a local college. He welcomed the extension of the UCCA system to polytechnics as an imaginative first step towards an integrated system of admissions of UK higher education but doubted if it would be possible to include part-time courses.

On the contentious question of a two-year initial qualification, he conceded that most responses, including that by Mr Peter Brooke, higher education minister, had been hostile. They had argued that the three-year honours degree was the best and most cost-effective qualification for most students.

"Nevertheless," he continued, "the initial two-year qualification is not a hypothesis – but an actual fact for many students today. And public sector higher education (if not the universities, as yet) has to confront the question of striking the right balance between opportunities for the three-year honours degree, on the one hand, and for a two-year course (possibly, but not necessarily, to become a pass degree), on the other."

He believed it would be the special role of some – not a few, but not all – public sector institutions to concentrate on the provision of two-year full-time courses and their longer, part-time equivalents, and to link them backwards to non-advanced further education and forwards by credit transfer to degree courses.

Mr Ball said he did not expect extra funding for student grants over the next 10 years. But the rigidity of the existing mandatory grants system must be questioned so that the present amount of money could be more widely distributed.

The switch to a basic two-year grant would depend on allowing people to pursue their education while claiming social security. If that were allowed, some students would be able to support themselves for the last year of a three-year course. Others might leave higher education after two years to enter employment and complete their third year later, either full or part-time. Others again might find a two-year course sufficient for their needs.

Mr Ball provoked some murmurs of disagreement when he said that the question of resources did not come first. "In my experience," he commented, "resources usually follow coherent purposes." But he provoked even more murmurs when he said public sector institutions should not regret it if the universities had more money.

"Do not regret it," he said, "if research funds are predominantly channelled to the universities – there is much to be said for the teaching sector. Do not regret it, if the unit of resource is higher on the other side of the binary line – there is much to be said for the cost-effective sector . . ."

He said they should fiercely object, however, if the funds available were inadequate for the task that needed to be done.

He was immediately challenged on those points by Dr Bill Bosley, principal of Bath Technical College and vice-chairman of the association. It was very difficult to plan across sectors with the huge disparity in resources between the universities and the public sector, Dr Bosley said.

A high price for low drop-out

A lottery would be better than the present system of selecting people for higher education, Mr Oliver Fulton, lecturer at Lancaster University's Institute for Research and Development in Post-Compulsory Education, told the conference.

The present criteria – A levels, references and interviews – were only "very moderately associated" with degree success in most subjects, and set up barriers to access.

Among the alternatives, he suggested, were aptitude tests (such as those used in the United States); credit for life or work experience; profiles and learning contracts, where the applicant undertakes to reach a certain level of knowledge or attainment.

Britain had probably reached the limit of full-time participation in higher education which the present structure could attract, he said, although the decline in the system by 1990 would probably be somewhat less than the decline in the number of 18-year-olds.

But that decline should be averted – because Britain's attitude to further and higher education was, by international standards, "the extreme case of anti-intellectualism and narrow utilitarianism", and because participation by different groups in society was unequal.

Britain paid a high price for its "efficient" higher education system, with a low full-time participation rate for 18-year-olds and a relatively high graduation rate for 21-year-olds, he argued. It meant that advanced courses were "an enormous all-or-nothing commitment" for students.

Participation would be increased if there were a shorter, less specific, introductory course. This could be the two-year introductory degree advocated by the Leverhulme inquiry (for which he was convenor of the demand and access seminar). This degree would be less daunting and could be provided by far more institutions, thus offering more local opportunities.

This loosening up of the degree structure should be combined with the growth of credit transfer. But the number of units making up a degree should be limited to minimize the loss of coherence in the curriculum.

There was a danger of creating a rigidly-divided system, "where low status colleges provide two-year programmes of mass higher education and elite institutions go on much as at present."

That could be avoided either through creating elaborate controls or giving all institutions far more freedom to determine their own functions, and the means to finance themselves to do it.

The Cadbury's National Exhibition of Children's Art now entering its 37th year is once again looking for talented young artists' work to display.

The best art and craftwork will be shown at six major galleries around Britain next year and each child whose work is selected for exhibition will receive a certificate (in the 1983 exhibition more than 800 works were selected).

Awards totalling over £12,000 can be made to pupils and schools at the judges' discretion, covering art, craft and poetry. In addition, the Cadbury Italian Art Tour can be won by up to six of the most talented children. A distinguished panel of judges, headed by Dr. Harold Riley will select work from four age groups, ranging from under 7 to 17 years of age.

The closing date for entries is **16th April 1984**. Please complete the entry form below and ensure that each painting or craftwork bears a signed statement by a teacher or parent that the work is original and unaided. This should be written on the back of the painting or adhered to, tied to or enclosed with each craft entry.

For full rules and conditions of entry, if required, please send an SAE (22 cm x 15 cm or larger) to: Cadbury's National Exhibition of Children's Art, Granby, School Lane, Dunham Massey, Altrincham, Cheshire WA14 5SZ.

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NEWS

'Dead' languages very much alive

William Shakespeare may have had "small Latin, and less Greek" but nearly 400 years later the English public schoolboy still stands a good chance of receiving a classical education.

This is one of the main conclusions of a survey by HMI of classics teaching in independent schools which was published this week. The Inspectors visited 33 schools in England and Wales, five of which were preparatory schools, and say that their findings should be interpreted with some care because all the schools chosen have a known commitment to the teaching of classics.

They found that many heads are still well disposed towards the classical languages and courses in the culture and history of the ancient world.

"There were only a few signs that the provision of classics in these schools were coming under any kind of threat," the Inspectors say. "One head regarded classics as 'culturally valuable and a discipline in its own right'; another spoke of its 'combination of humanity and academic rigour'.

"It was, in the words of one, 'the *sine qua non* of a good school'."

Just occasionally, teachers and parents wanted classics elbowed aside to make room for more overtly vocational subjects.

The Inspectors found much to praise, especially in the small groups of children studying O-level Greek. "Standards appear to be in most cases high and occasionally scintillating," they observe.

But they criticize schools for tending to gear their teaching to the most talented children. "The place of classics in a school's curriculum should be seen in terms of what it has to offer by way of an educational experience to *all* pupils, not just to some.

"Classical myth, legend and history are part of a general education. Appropriate courses in these aspects of classics can be made available in the early years, at the various levels of external examination and as an element in sixth-form general studies."

They urge schools to devise "intermediate objectives" for children unable or unwilling to pursue the subjects to O or A level.

The inspectors welcome the move away from a narrowly grammatical approach to classics. "A high proportion of the schools visited showed a high literary content in their work and, alongside an expanding acquaintance with literature, were seeking to develop the ability to read with care for detail and with a critical consideration of content."

Schools provided an abundance of textbooks for the pupils but overlooked the contribution historical remains could make to the teaching of classics, HMI adds.

Classics in Independent Schools. A survey by HMI, HMSO. Price £2.

Engineering departments overcrowded

Polytechnic engineering departments are "too often" badly housed, overcrowded and poorly equipped, says HM Inspectorate.

Despite the drawbacks, Inspectors found the students well-motivated and the staff "conscientious, adequate and competent." In addition some polytechnic-based research groups had gained international reputations.

Thirteen polytechnic engineering departments were visited, catering for about a third of all engineering degree students in the country.

The Inspectorate found that in some cases, growth in enrolments had led to overcrowding which was affecting the teaching. There were few women on courses and there was a serious shortage of industrial placements for sandwich courses.

Computer facilities were particularly poor and much other equipment was becoming obsolete. "It is exceptional to find engineering departments of polytechnics housed in satisfactory, purpose-built accommodation that fully meets present-day needs," the report says.

Managing to be big without being impersonal

The Hewett Comprehensive School, Norwich, the largest in Norfolk, wins praise from the Inspectorate for its caring attitude towards pupils.

The school "does much to dispel the popular misconception that very large schools are necessarily impersonal institutions in which individual identities are lost" say the Inspectors, who also praise the "imaginative, hard working and efficient" management team.

Hewett School, with 1,800 pupils on roll, was formed by a merger of three schools in 1970 and operates in three buildings. The staff have turned this to advantage by creating three small school communities.

But the Inspectors add that this is not without cost. Subject departments tend to be scattered and departmental heads find it difficult to coordinate the work. There are also shortcomings in specialist accommodation and equipment.

The Inspectors are, however, lavish in their praise of classroom behaviour and discipline. Almost every teacher was able to achieve calm in the classroom, creating "a generally courteous atmosphere to which pupils respond."

Discipline is "unobtrusive", and there is no corporal punishment. The school, says the Inspectorate, bestows a high level of confidence and trust on pupils, "a trust which they respect."

The Inspectors conclude: "The overriding impression of the school is one of considerate behaviour, mutual respect and courtesy between teacher and taught, and an atmosphere in which learning can flourish."

HMI has also praised Robert Shaw Primary School, Nottingham, for its good learning environment.

Good relations between staff and children allow pupils to develop initiative and self-discipline. The report singles out high standards in English, mathematics and music.

Among minor recommendations, the Inspectorate suggests a better display for school library books, a review of responsibilities among scale post holders, and more teaching of multicultural studies. The school has 13 per cent ethnic minority pupils.

It suggests reconsideration of curriculum leadership and guidelines, to increase the pace of work for more able pupils. But the school, the Inspectors feel, has established a sound base from which to develop.

HMI reports

HMI reports are available free of charge from the Department of Education and Science Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex, HA7 4AZ. Also available from H.M.S.O.

THE BRITISH COUNCIL

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The Development and Production of ELT Materials

24 June - 6 July 1984 at Strawberry Hill

The overall purpose of this course is to illustrate and to discuss those techniques used by professional ELT writers to develop a variety of exercise types which reflect a number of different approaches. The focus is on the expertise that underlies the development of different exercise types — the range of skills involved in preparing 'good' language teaching materials. A considerable amount of time will be spent in workshops.

The Director of Studies will be Dr Rod Ellis, Senior Lecturer in English at St Mary's College, Strawberry Hill.

The course is intended for (1) curriculum planners and teacher educators involved in the development and production of ELT materials and (2) senior teachers of English as a foreign or second language who are interested in developing their own teaching materials, either for use with their own students or for publication. Course members should be experienced ELT practitioners but need not be experienced in designing and writing ELT materials.

Fee £595 (Residential)

Science, Education and Society

22 July - 3 August 1984 in Bradford

Society is increasingly dominated by advances in science and technology in all parts of the world. There is a growing awareness of the need for all students to be exposed to the interaction of science, technology and society.

An important part of the course will involve an introduction to micro-computers with demonstrations and 'hands on' experience in the use of micros in education and administration.

The Director of Studies will be Professor Tom Stonier, Head of the School of Science and Society at the University of Bradford.

The course is designed for (1) those educators and administrators involved in various aspects of science curriculum development, in particular those becoming involved with the use of computers in education and (2) those involved in policy making decisions concerned with science, technology and society, from both the developed and developing areas of the world.

Fee £540 (Residential)

Developing Library and Information Studies Collections: An International Seminar

22 July - 3 August 1984 in London/Aberystwyth

Effective library collections in the field of library and information studies are vitally important, and insufficient practical recognition of their need has been given in many countries, thus failing to back up the education of students of library science and in turn affecting their own vocational development. This seminar will consider the main aspects of library provision that bear upon this. Members will assemble in London for a short study tour of relevant libraries, after which the seminar will take place in Aberystwyth.

The Director of Studies will be Michael Wise, Librarian of the College of Librarianship Wales.

The seminar is open to senior librarians of universities and colleges, graduate staff of departments of library studies and officers of library associations, who are concerned with developing library and information studies collections, from both the developed and the developing areas of the world.

Fee £785 (Residential only)

Special Educational Needs of Young Handicapped Children: An International Seminar

12 - 20 September 1984 in London

This seminar will focus on current world-wide concern for providing early intervention for young handicapped children's special needs from birth to starting school. Members of the seminar will be introduced to present practice in Britain, but the seminar will also provide opportunities for examining and discussing practice in participants' own countries. The programme will include lectures, film/video presentations and visits to the wide range of relevant facilities in and around London.

The Director of Studies will be Professor K W Wedell, Professor of Educational Psychology (Children with Special Needs) in the University of London Institute of Education.

The seminar is intended for senior education, health and social services professionals concerned with young children who have special needs at home and at school.

Fee £495 (Residential)

Please quote reference TES/84.

Further information and application forms can be obtained from your local British Council office from the Director, Courses Department, The British Council, 65 Davies Street, London W1Y 2AA.

A glut in the supply of heroin has forced the pushers to seek even younger markets. Mike Durham looks at the extent of the problem, two teenagers' stories, how one l.e.a. is planning to combat an epidemic, and what treatment is available

Home-made heroin from raw opium

One method used by youngsters to take heroin

Picture: Chris Schwarz/Aspect

The primary kids who fix at a fiver a time

A new and deadly craze among school children – and one of which the average teacher may be completely unaware – is sweeping Britain's major cities.

Heroin, once thought of as a rare and expensive social menace confined to a small number of older addicts, is now within the reach of teenagers. Children as young as 10 are able to buy the drug at £5 a time.

Contrary to press reports heroin "pushing" virtually never takes place on school premises, but children of school age are, without doubt, the prime target.

Police, advisory agencies and educational health workers all agree that something close to an epidemic of heroin use is under way, and that for the first time many of its victims are starting on the road to addiction while still at school.

Even so, nobody knows the true extent of the problem. One police drugs squad officer said: "There's probably more heroin available on the streets than ever before. We're looking at the beginning of an epidemic. And there's no doubt in my mind that the stuff gets into schools."

But the real extent of the problem won't show up for at least a year, when new figures are released. Then we'll see how bad it is."

A new and indiscriminate pattern of heroin use has emerged over the past three years as the drug's street price has dropped dramatically leading to cheaper and more plentiful supplies than ever before.

After the Iranian revolution, hundreds of refugees left for Europe. Unable to take out money or possessions, many brought their wealth in the form of heroin. One kilo of the white powder could be worth a small fortune.

Today, most is smuggled in from Pakistan. Last year street prices for heroin reached a record low at around £50 a gram, although the price has since risen to around £150. A seriously addicted heroin user might consume five grams a week.

Heroin dealers, anxious to dispose of a glut of the drug, began selling to younger and younger teenagers. "They could see they're an easy market," Carole Woolley, Merseyside Drugs Council's full-time advice worker, explained.

Ten-year-olds are now offered "starter packs" of low grade heroin at £5 a time. "The technique is usually the same," says Carole Woolley. "A pusher will give the stuff free to a teenager three or four times running saying it will make them feel good.

Unable to take out money or possessions, many brought their wealth in the form of heroin. One kilo of the white powder could be worth a small fortune.

"When the child has got used to it, suddenly they find they have got to pay. It's the start of the downhill slope."

Teenagers often never realise they are using heroin. Pushers employ a schoolchild's argot – they call it "loopy dust", "happy dust" or "angel dust". Unlike older addicts, teenagers rarely inject heroin. Instead it is smoked or inhaled – a technique known as "Chasing the dragon."

Heroin is pre-mixed with impurities such as glucose, talcum powder or even [illegible] The [illegible] powder containing anything from 4 per cent to 40 per cent heroin. The powder is placed on tin foil and heated from beneath with a candle. Fumes given off are inhaled through a straw.

Although this method is less immediately risky than injection, drugs experts say it is just as dangerous in the long run. "It is a mistake to believe that heroin taken this way is any less addictive," said one.

As the addiction takes hold, usually over a period of weeks, children find themselves needing more and more of the drug. They may turn to shoplifting, mugging or even teenage prostitution to raise the money.

But despite the dramatic effects of heroin addiction in the long run, neither parents nor teachers may realise that a teenager is using the drug.

Although sensational reports circulate about "playground pushers" ensnaring young pupils at the school gates, drugs counsellors say there is little evidence that this actually takes place. Most trafficking and use of heroin, in fact, takes place not in the school toilets or behind the bicycle sheds, but at home. Young teenagers are often introduced to the drug by older brothers and sisters who then take them to meet dealers. Many seriously addicted pupils become truants anyway, automatically removing the problem from the school environment.

Even the most vigilant teachers may not spot the signs of drug dependency at its early stages in a pupil. Smoking leaves no tell-tale needle marks. Other signs, such as anti-social behaviour, listlessness, truancy or trouble with the police may be put down to normal adolescent problems.

In fact, contrary to the popular image of heroin addicts, many teenagers may continue living an outwardly normal life while their dependence builds up. "People think of heroin addicts as scruffy, long-haired, hippy types," said one expert. "In fact, many continue to cope quite well for a long time."

It may be only after they leave school, and have to cope with the pressures of leaving home, looking for a job, or paying rent that dependence becomes a problem for the addict as well as others.

Anne Prendergast, a counsellor with the Blenheim Project which advises on drug dependency, said: "Kids do seem to be using heroin earlier than they were. But it's not a problem for them while they are young. People can go through their lives functioning normally. Other people don't necessarily know."

Ultimately, though, an addict will usually face the choice between seeking help to "come off" the drug, or continuing with a dependency which may be expensive, anti-social, crippling, dangerous and often fatal.

Headteachers are reluctant to discuss an issue as sensitive as drug abuse. On the Wirral, the head of Prenton Girls School would not comment on allegations that at least one girl had been in trouble after being caught smoking heroin at home.

But the head, Mrs Judy Irwin, said: "In common with other headteachers, it's one of many areas of concern to us – something we may come into contact with some time or another."

Mrs Irwin is a teacher representative on the preliminary steering group for Wirral's planned drugs alerting procedure.

Mr P J Allen, head of Woodchurch School, also on the Wirral, said that the school would be taking part in any alerting procedure.

Meanwhile at Haverstock School, an inner-London comprehensive, Mrs Valerie Jenkins, headteacher, said: "There are plenty of drugs circulating in this area. But there is absolutely no evidence that any of the children are involved with heroin. We've had memoranda from the authorities, and the teachers know what to look for."

Mr J K Pritchard, head of Scott Lidgett Boys School, Rotherhithe, south London, said the school, educational welfare service and juvenile bureau had had to take action over glue sniffing. "We keep a watchful eye out for that – but not for anything as hard and nasty as heroin."

Last week police arrested 10 teenagers in Rotherhithe and Bermondsey, after a raid on council estates where heroin addiction was said to have reached "epidemic proportions". Local residents had complained of being "terrorised" by addicts, some as young as 12.

Too young for treatment

Teenage heroin users often find it difficult to get treatment or help because they are too young, according to experts on drug dependency.

"They are not regarded as old enough for treatment centres, and hospitals won't accept them for detoxification," said drugs counsellor Carole Woolley.

"They are simply turned away. There is too much pressure on the facilities available. For only two they can do little to get treatment from a sympathetic GP."

Opinions differ on how to wean a heroin user away from the drug. Some clinics use methadone, a drug similar to heroin, but regarded as less dangerous. Methadone prescriptions are gradually cut down to reduce the dependence.

But one problem is that registered addicts, prescribed the alternative drug, often sell the methadone and use the money to buy a new "fix" of heroin.

Other authorities recommend closed units in which addicts agree to cut themselves off from contact with other drug users until they have undergone "cold turkey" – the agonizing withdrawal process which usually lasts about four to six days.

But even then addicts need emotional support and guidance. "Most addicts don't make it first time – it's quite normal for them to have a relapse. And there is nobody less likely to ask for help than an addict," said a counsellor.

A spokesman for the Standing Conference on Drug Abuse, an advisory agency, said: "Most clinics have a waiting list of six or eight weeks, which is very bad news for someone who has just made the decision to come off heroin. In many areas of the country there are no facilities at all. That's why we would encourage GPs to become involved, although heroin addiction tends to come at the bottom of their lists at the moment."

One Essex GP who treats heroin addicts said: "The best way to get off is at a centre of detoxification unit. But as there are no facilities at all locally, we decided to do it ourselves." The practice uses a reducing dose of methadone.

Other GPs use similar heroin substitutes such as Diconal, or maintain addicts on a controlled heroin dose until they can leave the drug behind.

What to look for. . .

Under influence of heroin

Glassy-eyed euphoria.

Contracted, pin-point pupils of eyes.

Withdrawal from heroin between doses

Lethargy, listlessness and dreaminess.

Dilated pupils of eyes.

In very serious cases, when using large quantities, shaking, restlessness, running nose, [illegible] stealing or burglary in order to buy the drug.

General

Loss of interest in school, home and family.

Isolation from normal everyday activities.

Sudden weight loss.

Worsening academic standards in school.

Onset of mood changes, aggression, unreliability.

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Worried Wirral plans drugs watch team

Wirrall . . . heroin problem in a middle-class setting

Heroin use among teenagers on Merseyside is so rife that schools are being urged to set up a drugs monitoring procedure, involving teachers, heads, welfare agencies and the local education authority.

Suburban housing estates on the Wirral, a once fashionable suburb of Liverpool, are said to be so riddled with heroin pushers that the area has been dubbed "Smack City".

Faced with this problem Wirral is holding talks on a scheme with teachers, governors, parents' groups and health workers, to try to identify and help heroin users early on.

In a linked development, Wirral health education experts have produced a 45-minute video for showing in school staff rooms, to inform teachers *how to recognize* and cope with drug abuse among pupils.

Merseyside is a depressed area although with Liverpool still a busy port – one through which drugs frequently pass – it is commonly believed to be the centre of Britain's latest heroin epidemic. Estimates vary, but Merseyside Drugs Council, which advises on drug problems, reports a 600 per cent increase in referrals in 1983 compared with the previous year. Most were on heroin.

And the drugs council admits the problem is affecting schools. "In our city it was smoking behind the bicycle sheds," said chairman Mr Bill Skelton. "Now we're concerned that young children are going straight on to heroin."

In 1983, 37 children under 16 sought help from the drugs council, and all of those were on heroin; one was only 10. Of 90 clients in the 16-18 age group, 70 were on heroin and the rest on solvents. In all, of the 288 heroin users who came to the centre in 1983, 107 were under 18.

Drugs council staff believe they see only a fraction of the problem. Although, according to some informed estimates, there could be as many as 1,600 teenagers occasionally using heroin on the Wirral alone.

Although the drugs council tries to involve teachers and headteachers when a school pupil asks for help, it says there is little evidence that the drug is being used on school premises or pushed in school playgrounds.

"We've no real evidence that heroin is being pushed in playgrounds or at the school gates. A lot of seriously affected pupils are truants, anyway," said one counsellor.

But teachers are being urged to be aware of the possibility of heroin use by quite young teenagers. Mr Cyril Nelson, Wirral's chief health education officer, has met the problem of how to keep teachers informed by producing a 40-minute video for in-service training.

"The average teacher hasn't studied drug abuse. He or she doesn't know what to look for," said Mr Nelson.

Wirral's deputy director of education, Mr Robert Newman, confirmed that the l.e.a. is consulting with teachers and headteachers over an alerting procedure, but declined to discuss the scheme until it had been finally agreed.

CASE STUDY

The price of addiction

Jimmy was only 11 and a rebellious, emotionally unstable child when he was first offered heroin by older boys.

According to his story, told in the *Liverpool Echo*, within two years he was hooked and spending £20 a day on the drug.

Jimmy lost interest in school and started playing truant. Sometimes he stayed away for days, stealing from shops and eventually going on a crime spree to finance his addiction.

He was suspended from school and his distraught parents found it impossible to persuade another school to take him because of his record.

Jimmy was sure he was doing himself no harm because he was not injecting himself, according to the account. Eventually Merseyside Drugs Council helped him give up by counselling.

Even so, his counsellor said: "At the moment he doesn't have a future . . . unless he is given as much help as he needs then he will very probably revert to heroin."

CASE STUDY

Led astray by friend

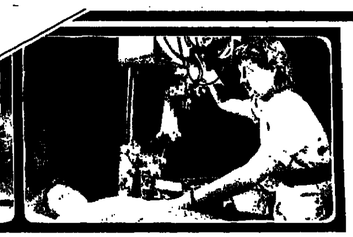
Mary was a bright and capable 12-year-old, who had just started at a new school and seemed to her teachers to be potential university material – until she met a 17-year-old boy named Mick.

He turned her on to heroin, according to the *Liverpool Echo*'s account. "I didn't think there was any danger if you smoked it," she later told drugs counsellors. It was months before her parents or teachers found out.

Her school work suffered and she began to play truant. Then she started to steal from her home and the school and was finally suspended for truancy. Mary's parents found out about her heroin use and took her for counselling.

She has since successfully given up the drug. Now education authorities are pressing Mary's parents to return her to school. But drugs counsellors fear that Mary, if under pressure, may resort to heroin, with the real danger of her being forced into prostitution to pay for it.

FISSION AND FUSION
FOUR NEW FILMS ABOUT ATOMIC ENERGY



All Around Us: Radiation
(25 minutes)
This film explains radiation, how it was discovered, what it is and how it is measured. Its applications and possible effects on health are considered. The film shows how radiation is used to our benefit in industry, medicine and research.

The Energy Problem – The Nuclear Solution
(16 minutes)
This film examines the world's energy situation, including the renewable sources of energy, solar, wind and wave power and our existing resources of coal, oil and gas, and explains the contribution nuclear energy can make now and in the future.

Nuclear Fusion: Energy for the 21st Century
(25 minutes)
Since 1978, Culham Laboratory in Oxfordshire has been the centre for a joint European nuclear fusion research project. This film traces the development of fusion research that has led to the construction of the Joint European Torus.

I Work in Atomic Energy
(21 minutes)
This film portrays the differing skills and outside interests of four UKAEA personnel. In this way the film presents a picture of the corporate endeavour and individual enterprise within the Authority.

■ These titles have been produced for the United Kingdom Atomic Energy Authority. ■ All titles are available in 16mm film or video formats on free loan, or sale at £11.75 exclusive of VAT. These charges are subject to change without notice. Prices for titles on systems other than VHS and Betamax will be quoted individually. ■ **All films and video tapes can be obtained from Film Library, Viscom Ltd., Park Hall Road Trading Estate, London SE21 8EL. Tel: (01) 761 3035.**

OTHER SERVICES The UKAEA make use of a wide range of media to explain nuclear energy: Video lectures and slide-tape packs, Photographs, Teaching Pack, Mobile exhibition, ATOM monthly magazine, Publications, Speakers' service, Visits, Information service.
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UKAEA

NOTICEBOARD

PEOPLE...

SCHOOL APPOINTMENTS

Mr William Hilton, headteacher of Clive First School, Osnabruck, West Germany, to be head of Harlands County Primary School, Haywards Heath, West Sussex.

Mrs Winifred Leake, deputy head at Lyminster County Infants School, to be head of Nyewood Infants School, West Sussex.

Mrs Angela Walsh, head of St Alban's RC Primary School, London, to be head of St John's RC Primary School, Horsham, West Sussex.

Mr Michael Spilberg, senior master of Haslemere Preparatory School, to be head of Lyndhurst House Preparatory School, London.

UNIVERSITY APPOINTMENTS

Dr Sally Tomlinson (above) has been appointed to a personal chair in the Department of Educational Research at Lancaster University.

Professor Harold Rankins has been appointed principal of UMIST (The University of Manchester Institute of Science and Technology), where he has been acting principal since July 1982.

Mr John E. Tabor and **Sir Andrew Stark** have been appointed pro-chancellors of the University of Essex until September 30, 1986.

ADMINISTRATIVE APPOINTMENTS

Mr George Cunningham, (above) former MP for Islington South and Finsbury, has been appointed chief executive of the Library Association.

Mr Michael Ricketts to be chairman of the British Atlantic Education Committee.

Mr Maurice Gifford to be general secretary of the National Association of Inspectors and Educational Advisers.

Trevor Daff has succeeded Frank Rosamond as Honorary Secretary of the Association of Vice Principals of Colleges.

The chairman of the Association of University Mathematics Education Teachers from April 1 will be **Mr Keith Selkirk**, school of education, University of Nottingham; and the honorary secretary will be **Mrs J. Duffin**, department of educational studies, University of Hull.

CONFERENCES...

March 14–15
Hackney ESL Conference on opportunities for people over 16 in adult and further education. Shoreditch Town Hall, 380 Old Street, London EC1. Details from Liz Vernon, Stoke Newington School, Clissold Road, London N16. Tel 01-249 1496.

March 15
The Education of the Illustrator at the Royal College of Art will consider the contrasting methods adopted in the teaching of illustration. Speakers include Quentin Blake, George Hollingworth, David Hillman, Brian Sanders and Christopher Frayling. Fee £20 or £7.50 for students. Details from Jill Mathews, Illustration Department, RCA, Kensington Gore, London SW7.

March 24
An open day on multi-racial education organized by Sandwell NUT at Churchbridge Teachers Centre, Oldbury, Warley from 9.30am–4pm. Lea. speakers, exhibitions and in-service training information.

March 24
The Association of African, Caribbean and Asian Academics is holding a joint conference with the Commission for Racial Equality on *Testing Ethnic Minority Children and Equality of Opportunity* at the Polytechnic of Central London, 35 Marylebone Road, London NW1. Principal speaker Professor Anderson Franklin. Details from Dr Peter Figueroa, Southampton University, Department of Education or Horace Lashley, Commission for Racial Equality, 10/12 Allington Street, London SW1.

March 29
The Role of the National Bureau for Handicapped Students in Post-School Education – the inaugural conference of the NBHS Southern Region at King Alfred's College, Sparkford Road, Winchester SO22 4NR. Details from Mr Howard Rees, Principal, Portsmouth College of FE Tel: 0705 826435.

April 6–7
National Organization for Initiatives in Social Education – two-day conference on *Implementing Initiatives in Social Education* at Warwick University, Westwood Site, Coventry. Speakers include John Watts, Val Millman and Mike Golby. Participants may choose one of the following workshop sessions: peace education, disaffected pupils, political education, sexism, racism, active learning methods, residential experiences and pupil tutoring. Details from Brian Gillo, Ashton Gifford School, Codford, nr Warminster, Wiltshire.

April 8–10
The Future of Education for Work and Leisure: a conference to mark and look beyond the 40th anniversary of the 1944 Education Act chaired by Sir James Hamilton. Contributors include Professor David James, Sir Alex Jarratt, Professor Tom Stonier, Sir Toby Weaver and Mrs Shirley Williams. Details from Mr James Strawson, Assistant Secretary, University of Surrey, Guildford GU2 5XH.

April 12–15
The 21st anniversary congress of the European Association of Teachers will be held at the City University, Northampton Square, London EC1V 0HB. The theme is "Moving Forward in a European Context". Speakers include Professor Michael Wise, Mr David Coyne and Mr John Woolhouse. Residential fee from £40. Open to non-members. Full details from Miss Mary Duce, 20 Brookfield, Highgate West Hill, London N6 6AS.

EVENTS...

March 10–April 1
Schools Art art and design by young artists from secondary schools in the York area at the City Art Gallery, Exhibition Square, York.

March 11
An Educational Computing Fair at Belmont Middle School, West Lane, Baildon, Shipley, West Yorkshire, for parents, teachers, pupils and educationists. Details from the headmaster, Mr Peter Williams.

March 17
The Saturday Morning Children's Theatre Club will open at the Shaw Theatre, 100 Euston Road, London NW1 from 10.30am–12.30pm. For all children aged 7–12: activities include acting, mime, music, quizzes and visiting celebrities. Admission 50p. Details from Jane New at the theatre.

March 31 and April 7
Elaine Moss and Jill Slotover, compilers of the *Good Book Guide to Children's Books*, will be available at the Good Book Guide Bookshop, 91 Great Russell Street, London WC1 between 10am and 3pm to answer questions.

RECENT PUBLICATIONS...

Adventure Education – the journal of the National Association for Outdoor Education is published bi-monthly. The first issue contains articles on hypothermia, acclimatization, kayaking rescue methods in white water and general news and comment. Subscriptions (£6) from Studies in Education Ltd, Nafferton, Driffield, North Humberside YO25 0JL.

Organization (for Curriculum) is the report of a project to study the curricular planning and provision for 11 to 14-year-olds in five Durham comprehensive schools. It is available from Terry Brown, University of Durham, School of Education, Leazes Road, Durham DH1 1TA, price £2 including postage.

INFORMATION WANTED...

The board chairman and headmaster of The Grainger Grammar School, founded six years ago by parental action, would like to contact other schools owned by parents with a view to preparing a provisional register and founding an association of parent-owned schools. Please contact Richard Harris, board chairman, and David Bell, headmaster, at the school: 35 Grainger Park Road, Newcastle upon Tyne, NE4 8SA.

MA researcher would like to contact schools where short-term provision is made for children with mild learning difficulties. She is particularly interested in method of selection, curriculum offered and re-integration. Please write to Pauline Holdsworth, deputy headteacher, Mowbray School, Bedale, North Yorkshire.

Compiled by Mary Cruickshank

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Equal Opportunities Commission

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DES launches £2.5m drive to aid jobless

The long-heralded initiative by the Department of Education and Science to help the adult unemployed was unveiled this week.

Announcing the new programme, which will cost £2.5m over the next three years, Mr Peter Brooke, junior education minister, told the House of Commons on Monday that it would involve "the evaluation of innovative forms of provision, the identification and dissemination of good practice, and the mobilization of all the relevant interests, including voluntary agencies who are anxious to help."

The department is to appoint a small team of field officers to tell local authorities and voluntary organizations how best to use their resources and to coordinate their counselling and educational advice to the jobless.

DES officials estimate that, after the costs of running the field team have been met, there will be less than £750,000 over the three years to spend on development projects. So far, they are not drawing attention to the fact that the Manpower Services Commission has quietly decided to allocate at least as much – more in the first year – of its own money to supporting these activities.

The programme is the Government's interpretation of the role set out for the DES in the adult training strategy proposals, in which the MSC assigned to the education service the job of integrating learning provision for the unemployed.

Ministers have rejected the recommendations of a study they commissioned from the Advisory Council for Adult and Continuing Education just before they abolished it, which proposed they should fund the appointment of a coordinator in each local education authority.

Edited by Mark Jackson

Instead, there will be fewer than 10 officers to cover the country. They will be expected to disseminate examples of good practice, but will not have any money to back its implementation.

The programme will, however, fund development projects by selected organizations, likely to be mainly voluntary agencies, and will also try to sponsor national projects to improve awareness among the unemployed of the education and counselling facilities available.

Talks have already begun between the DES, the BBC, and the Open University over the possibility of running a series along the lines of the Corporation's *On the Move* adult literacy programmes.

The DES team are particularly anxious that the immediate practical needs of the newly-jobless should be met – such as teaching them how to do their own home repairs or to preparing to live more cheaply when their redundancy money runs out.

The department is setting up a small steering group of its own officials, an HMI, and what are likely to be relatively junior officials from the Manpower Services Commission and the local authority associations.

Although the DES says the associations were fully consulted, their senior officers appeared this week to be only vaguely aware of the proposed programme, and were surprised by the Minister's announcement.

The voluntary agencies running adult education courses for the unemployed greeted the news with some incredulity in the light of the cuts the Government is making in their funding. When the cuts were announced Ministers promised some of them that they might hope to get some funding back under the forthcoming initiative, and their attitude will depend on how much is allocated to them.

The Workers' Educational Association, which last year provided courses for around 12,000 of the unemployed, hopes it will be able to get back some of the £200,000 it is losing in grant over the next three years, but recognizes it will probably be competing with the university extra-mural departments which have suffered a much bigger cut.

The WEA's director, Mr Robert Lochrie, commented this week: "It looks as though they're paying for the whole thing with the money they've taken away from organizations like us"

Mr Nicholas Hinton, director of the National Council for Voluntary Services, said that the programme would simply add to the multiplicity of schemes that were already confusing the unemployed and those working to help them.

The best way of expanding the practical educational facilities for the jobless was to put more money into the highly successful Voluntary Projects Programme.

Mr Hinton said that there was a need for more coordination, but that the DES, which had no experience in this field, should leave it to the MSC as it knew much more about running programmes for the unemployed. "It's ironic that the Government should be handing over responsibilities in further education, which the DES does know about, to the MSC, while letting the DES move into the Commission's field" he said.

Nicholas Hinton

Colleges refuse to put their trust in King

Fears among colleges that they will face "jackboot approaches from little Hitlers in the MSC" telling them what to do are entirely understandable, Mr Tom King, the Employment Secretary, has admitted.

But he failed to convince a conference of college principals and governors *that it* would not happen.

Mr Neil Flitton, director of education for Stockport, drew sustained applause from the meeting when he told Mr King: "The simple problem facing us is that we no longer trust you."

Mr King had told the Association of Colleges of Further and Higher Education on Friday that he had instructed the Manpower Services Commission to ensure that its local managers treated the colleges with sensitivity and in a spirit of cooperation. He gave the conference his personal assurance that he would see that this was done, pointing out that he had control over the Commission.

But Mr King had already aroused the hostility of the audience by telling them that the Government's plan to divert enough money from the rate support grant to give the MSC control over a quarter of funding for non-advanced work-related courses would go ahead whatever happened, and any refusal by the local authorities to cooperate would mean that it would be implemented without adequate consultation. What he hoped was that there would instead be the closest cooperation between local authority staffs and the area manpower boards, which he expected would be given the responsibility for ensuring that the colleges had the right "customer approach".

Mr Roy Helmore, a Cambridgeshire principal who was for many years the education service representative on the MSC, said that he and many others felt some ambivalence towards the proposal.

Pleading for a more sensitive approach he told Mr King: "We are rather tired of being told so often that we have failed". Mr King hastened to assure the audience that he did not at all consider that the colleges had failed. "There is this problem of patchiness", he explained, adding that it existed in all kinds of organizations, including the MSC itself.

Mr Flitton said that the White Paper could only be read as implying that the colleges had failed employers. There was a great deal to be gained by closer cooperation but that was made more difficult by this latest in a catalogue of events which had eroded the traditionally close relationship between Whitehall and those working in local education. "It is a very sad thing to have to say, but that trust has gone", he said.

Mr Brian Sams, leader of the Tory opposition in the Association of Metropolitan Authorities said that this issue was the first in his experience that had united Tories and Labour in both the AMA and the Association of County Councils.

He warned the colleges: "Don't think you're going to get more money out of this. You may get some from the MSC but it will be docked from the funding you get from the local authority".

Careers Diary

by Brian Heap

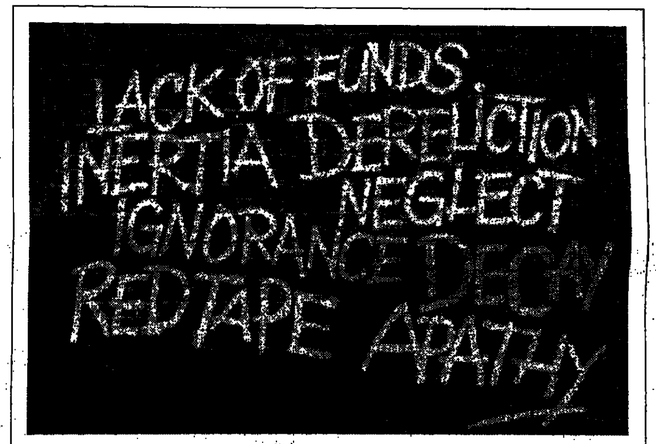
Because most sixth-formers limit their choice of engineering subjects to mechanical, electrical or electronic, it is often realized that choices include at least 140 other specialisms, from food processing and building services to minerals, polymer and textile engineering.

However, someone who shows a real interest in this field, with a real commitment to industry, and who is aiming for a degree course in the subject might be interested to apply for one of the National Engineering Scholarships.

This year, 300 are available – each worth £300 tax-free per annum and on offer to candidates proposing to begin relevant courses in 1984. While good academic potential is obviously important, outstanding academic achievements are not essential, considerable importance being attached to personal qualities and interests. "Scholarships", it is claimed "go to people who are good all-rounders".

Levels of entry for engineering courses currently range from A level grades of around BBC down to CCD with the less popular production engineering being slightly lower.

Full details of the scholarships can be obtained from National Engineering Scholarships, Elizabeth House, York Road, London SE1 7PH.



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The master teacher comes to Tennessee

UNITED STATES

Peter David on one state's fight for pay incentives

In a victory that is expected to have widespread repercussions, Governor Lamar Alexander of Tennessee has at last overcome the opposition of teacher unions and introduced legislation calling for widespread changes in the career patterns of the state's teachers.

The centrepiece of the scheme will be the creation of a master teacher system that will enable teachers who do their job exceptionally well to qualify for annual pay bonuses of up to $7,000 (£4,600). It also introduces a rigorous apprenticeship for beginning teachers and a five-rung career ladder with stringent checks on teachers' performance at every step.

Although the new system will have an immediate impact on the state's 46,000 teachers, its significance extends beyond Tennessee. Governor Alexander was one of the first champions of the master teacher concept and one of the first state governors to try to sell the idea to a powerful and suspicious teachers' union, the Tennessee affiliate of the National Education Association. The fact that he has won – albeit after a year of patient negotiation – is a signal to other states that union opposition can be overcome.

The creation of master teachers with enhanced pay and prestige was strongly endorsed in last year's report by the National Commission on Excellence in Education. It is supported in principle, but not with money, by the Reagan Administration as a way to encourage talented students, who are currently put off teaching by low pay, to consider a career in education.

Despite their original rejection of the scheme, Tennessee teachers had an important reason to keep talking to Governor Alexander. He made it clear from the start that the union's agreement to some sort of incentive pay scheme could lead to a big increase in spending on education. In the event, the state has agreed to raise an additional $300m for the education budget through bigger sales and business taxes.

But even the prospect of more money for education would not have won over the union had the governor not made a key concession to allay the anxiety of teachers already employed in Tennessee's schools. The concession, labelled the "toe in the water" rule, will enable teachers already serving in the schools to stay out of the new career structure, or try it out with the option of returning to the old scheme.

Albert Shanker: divisive move

Anxiety about the new system is understandable. In return for the chance to earn impressive salary bonuses, teachers in Tennessee will subject themselves to much more on-the-job assessment than they have ever experienced, with new teachers receiving especially close scrutiny. They will have to serve a probationary year before receiving a professional qualification, and another three year apprenticeship before receiving tenure.

Teachers who fail their apprenticeship will be forced out of the profession altogether, but those who remain will have the chance to earn higher salaries than in the past – provided they can prove their worth in the classroom. Three levels of "career" teachers will be created, with those who reach the third level earning income supplements of up to $7,000 a year.

To pass from level to level teachers will be evaluated by special local and state committees. The state has agreed to massive union and teacher representation on the panels, but assessment standards are nevertheless expected to be extremely tough.

Teachers who fail to meet minimum standards during their assessment will face the prospect of dismissal, and for higher career levels the assessing committees will be staffed by teachers from other districts.

While its initiative has great symbolic importance, Tennessee is not the only state to have introduced a form of incentive pay scheme for teachers. Florida, for example, is racing to become the first state in the nation to have a merit pay scheme fully operational. At the end of the year, four out of every hundred teachers in Florida will be nominated for $3,000 pay bonuses. Those who are selected will have to have masters' degrees, a perfect attendance record and at least four years' experience.

In Florida, however, the state has shown less patience in winning the approval of the teachers' union, in this case an affiliate of the American Federation of Teachers (AFT). The president of the local AFT chapter claims the proposed timetable is impossible and says there is not enough time before December to ensure that the teachers identified for bonuses really deserve them. In addition, a committee of laymen set up to oversee introduction of the plan has questioned whether a higher degree should be a requirement.

Complaining about what they see as the state's excessive haste, several local teachers' organizations are threatening to boycott the panels of teachers that will be set up to select colleagues who want to be designated master teachers. And the embarrassment of the board of education has been increased by unexpected criticism by an educational consultant hired to assist the scheme.

The consultant, a former associate director of the Federal Government's National Institute of Education, warned recently that the plan as presently conceived would prove extremely expensive yet might not succeed in identifying those teachers who really helped their pupils make progress.

The controversy in Florida bore out fears raised by national spokesmen for the teachers' union when the issue of merit pay became suddenly fashionable a year ago. Mr Albert Shanker, president of the AFT, said merit pay would divide teachers if they supported the assessment criteria were not completely fair. And Ms Mary Futrell, president of the NEA, warned state governments against the mistake of regarding merit pay as a panacea that could solve all the problems of the schools.

A similar point was made by Congress in a report published last October. It said raising the basic salary levels of all teachers – currently lagging well behind those of other white collar workers in the United States – was likely to be more useful than schemes rewarding high-fliers alone.

Many of the states currently reviewing the needs of their schools appear to agree with Congress's assessment. In North Carolina a state commission has just recommended a gradual increase in the base pay of all teachers, while in Maine a similar commission is suggesting that starting pay for new teachers be raised from $10,000 to $15,000 by the end of the next year. George Wallace, Alabama's Governor, has also called for increased spending on education as part of a "major war against mediocrity".

Sex discrimination setback

The United States Supreme Court dealt women's groups a heavy blow last week by ruling that the scope of a federal equal opportunities law designed to prevent sex discrimination in education is far more limited than most administrations have assumed, writes Peter David.

The law, Title IX of the Education Amendments of 1972, outlaws any discrimination based on sex in schools or colleges that receive federal financial aid. Although widely regarded as an effective civil rights measure, the precise interpretation of the legislation has been contested bitterly in the courts for several years.

Arguments have concentrated on two questions: the definition of federal financial assistance and the power of the Federal Government to impose penalties on schools in breach of the law. After a series of contradictory rulings in lower courts, the Supreme Court has at last provided a definite answer to both questions, at the same time provoking the wrath of both civil rights leaders and many of the congressmen who drafted Title IX in the first place.

colleges in the United States has made the definition of federal financial aid an important issue. Many colleges receive money independently they are not covered by Title IX. Women's rights groups counter that in higher education even private colleges receive indirect federal aid in the form of government grants and loans awarded to their students.

In a unanimous decision, the Supreme Court agreed that federal grants to students were indeed a form of financial aid to private colleges and brought those institutions within the scope of the law. But in an accompanying split opinion, the chief justice said the government's powers to enforce Title IX in such cases could cover only the programmes receiving federal aid – not the institution as a whole.

The ruling will come as a relief to colleges previously forced by Title IX to ensure that women received the same opportunities as men to take part in college athletics – one of the areas in which discrimination used to be greatest and which has been most affected by the 1972 law. The ruling means that colleges which ensure that no federal money is used by their athletics programme can discriminate against women without fear of persecution.

Many college presidents have been quick to deny that they will use the court's ruling as an opportunity to undo any of the progress that has been made in giving women athletes facilities equal to those provided for men. Grove City College, the private Pennsylvania college that fought the case all the way to the Supreme Court, said it did so to clip the wings of central government, not because it is eager to discriminate against women students.

There are indeed sound reasons for colleges to respond cautiously to the greater freedom the ruling has given them. Claiming that the Supreme Court had misunderstood the intentions of Congress, several prominent congressmen promised last week to introduce a new law restoring the stronger interpretation of Title IX. They will find that job much easier if colleges appear once again to be discri-

OVERSEAS

A case of Bac-pedalling

FRANCE

Mary Follain reports a more cautious ministerial approach to reform

After some highly controversial attempts at reform of comprehensive and higher education, M Alain Savary, French education minister, is back-pedalling on the question of the 1,500 *lycées* which constitute the country's upper secondary schooling. *Lycées* prepare pupils for the Baccalaureate, which entitles the holder to a university education and a select few for the highly competitive entrance examination to the elitist *grandes ecoles*.

Only half of one age group complete their secondary schooling in a *lycée* at present and M Savary aims to increase that figure to 80 per cent by 1993 and to make them more democratic. If universities are to increase their intake – as M Savary has already said they must – then the *lycées* must increase theirs.

The traditional *lycée* gives a general education, with emphasis on academic subjects, while others provide professional or vocational training. Even though upper secondary education has become more democratic – with the numbers trebling between 1958 and 1982 – the traditional *lycées* are still the preserve of the more prosperous families.

M Savary . . . softly, softly

Despite the highly centralized education system regional variations in the distribution of *lycées* often mean that a pupil has only one type of secondary education to choose from, if any. The number of pupils in upper secondary education varies from 38 per cent in some areas to 74 per cent in others.

M Savary promises to put the balance right in the 1990s. He wants to see more pupils taking the Baccalaureate and to make it easier to return for those who have left school for a short period.

He also intends to develop both adult education and correspondence courses. At present, the state is responsible for only one in six adults following educational courses.

M Savary is basing his recommendations on a report on the *lycées* by education historian Professor Antoine Prost who says there are no grounds for the present alarm over falling standards.

French pupils do well in maths, science and to a lesser extent in modern languages and they often seem to know more about current affairs such as inflation and the balance of payments than their parents. But, according to Professor Prost, written expression and knowledge of literature have fallen foul of an audio visual society. *Lycée* pupils, he says, are mostly hard working, pressurized, with an impossibly long day, but most do not know how to work on their own and are not taught to think for themselves.

M Savary intends to monitor the *lycées*' performance and to counter the argument that mathematics success is the true hallmark of the talented pupil. Paradoxically, the enormous prestige associated with the mathematical "Bac" has led to a decline in the number of pupils attempting it. M Savary believes maths plays too big a role in French education, and that it is vital for teachers to work together to prepare pupils for the modern world. That is to say, teachers should be aware of the "technical dimension" of the subjects they teach.

The minister wants to improve *lycée* facilities and to ease a pupil's working day by encouraging schools to provide more free periods. He says the whole school year should be used, instead of ending in early June, which would make a balanced timetable easier to plan. At the same time *lycées* are desperately short of libraries with one in Paris having room only for 30 pupils at a time.

Professor Prost called for a radical reorganization of the "Bac" but M Savary is retaining it as a national examination while asking schools to suggest a complementary system of continuous assessment.

He says teachers should discuss a pupil's course of study and the type of "Bac" with pupils and parents, so that the decision is not seen to be imposed on youngsters by his teachers.

In line with President Mitterrand's thinking M. Savary also wants to give more autonomy to the *lycées* and to the localities. This is part of an effort to adapt the rigid French education system to a changing world.

"I am convinced that it is the quality of French education which is at issue here," M Savary has said. "And that the absence of any real responsibility on a local level is one of the worst dangers which is threatening a system which includes 12 million pupils and 1 million teachers and administrative staff."

The French economy, he feels, needs more scientists and far more technicians. Technical education in the *lycées* must be modernized and more account must be taken of economic needs.

Job creation package approved

DENMARK

The Danish Parliament has approved a 500 million crown (£35m) job creation scheme that will improve employment and training opportunities for 145,000 under 25-year-olds.

The youth package was part of the Conservative-Liberal minority coalition's 1984 Finance Bill. It will effectively increase the number of job training places – which stood at 108,000 in 1982 – to 145,000.

The new training opportunities, which are centred largely on the educational sector, will improve access to technical training, and lead to the creation of more apprenticeships and introductory industrial and business courses.

Additional teacher training courses in the technical fields, notably engineering and data processing as well as in the natural sciences and journalism, will also be set up.

The state education sector will provide 20,000 of the new training places, with private industry, under the aegis of the Ministry of Labour, providing the other 7,000 openings. Companies will receive a £45-a-week subsidy for each new job they create for an unemployed youth.

A controversial plan to give a further 6,000 young people work by making domestic help tax deductible was rejected by the Government's support parties as being socially retrogressive and was dropped from the youth package.

Unemployment in Denmark is currently running at 10.5 per cent of the workforce (275,000 people). Some 75,000 or 27 per cent of unemployed Danes are in the 16–25 age group.

Christopher Follett

Rich independents may lose grant aid from states

AUSTRALIA

Luis Garcia on the findings of a Federal assistance report

Very wealthy independent schools could lose their entitlement to state grant aid under a plan being considered by the Federal Labour government.

The plan is one of several options suggested to Senator Susan Ryan, the minister for education and youth affairs, by the government's main education advisory body, the Commonwealth Schools Commission, in a report just released.

When Senator Ryan was appointed minister early last year, she asked the commission for a detailed review of the present funding system. Under this system, all independent schools, regardless of their resources or wealth, are entitled to apply for government assistance, which is normally provided in the form of per capita grants.

The system has been widely criticized, especially by the left wing of the Australian Labor Party (ALP) and by the teacher unions, because it has led to richer independent schools becoming richer, and as a result, even more privileged.

The report details a series of options available to the government to make financial assistance to independent school much more equitable and, the government hopes, less of a controversial issue.

The report will be discussed by interested groups across Australia over the next few weeks and a final draft is expected to go before cabinet by mid-year.

One of the options suggested in the report is to cut all funds to very wealthy private schools, while at the same time increasing the level of assistance to very poor independents. In fact the report says, some poor schools should be completely funded by the government, as long as they agree to become much more accountable.

Another option is for the government to integrate independent and state schools into the one, centrally controlled system, without necessarily destroying the private schools' religious or philosophical characters.

A third possibility is to introduce a national "voucher" system, in which all parents would receive a tax rebate in the form of vouchers which they could then use to pay for their children's education in the school, private or state, of their choice.

Susan Ryan . . . funding review

But, according to observers here, the government is likely to reject the more "radical" options, such as the voucher system one, and settle for a middle course, by classifying all independent schools into three categories: self-supporting, maintained and assisted.

Self-supporting schools would be those with high levels of private income. They would not receive any government funding and would not be responsible for the provision of information about their operation. There is no information as to how many schools would fit into this category, but at least 40 of the best-known private institutions would be affected.

Maintained schools would be fully supported and dependent on government funds, and would be subject to a number of government conditions such as restrictions on school enrolments and financial policies.

According to Dr Peter Tannock, chairman of the schools commission, schools in this category could include Aboriginal schools and others in low socio-economic areas.

As expected, the report has led to widespread controversy and criticism from the two opposing sides: the independent schools and the radical teachers unions. The former say that children attending "high performance" independent schools (their term for wealthy) will be discriminated against, while the latter is completely opposed to public funds being used to prop up private institutions.

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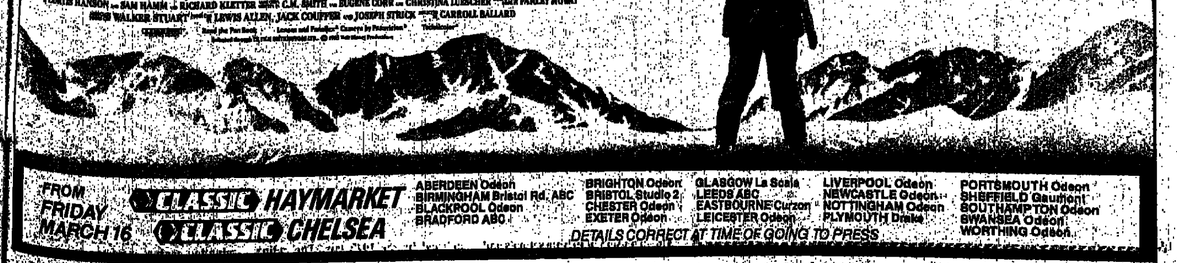

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Open notes

Sir – In case your readers and, more importantly, the parents and pupils of St Anne's County First School in Stanwell, Surrey, are misled by Mike Durham's statement (*TES*, February 24) that "confidential records [at the school] were kept in a separate folder", let me hasten to correct it.

No separate, two-tier system of pupil records was in operation at St Anne's. All the information, both formal and informal, recorded on an individual pupil was stored in one folder.

Back in the mid-1970s, when we decided to work towards open records, staff discussed the issues raised in storing written documents which had originated outside the school. There was strong feeling that it was neither ethical nor possible for us to discuss with parents reports made at other schools (where open record systems may not have operated) or made by members of other professions. It was felt equally strongly that these external papers should be stored as a part of the one working document on a pupil and extracted openly in the presence of the parents, when they came to see their child's notes. Parents were always told which items were extracted, why these notes were not shown to them and how they could be put in touch with the authors.

The open and honest approach to this sensitive area is important and supportive of the thrust in Mike Durham's article, that all professional groups should accord their clients the respect of involvement in their personal records.

Let us hope that, in illustrating the worthwhile experience of some schools in opening their notes to pupils and parents, more teachers and other professional groups will be encouraged to move towards a policy of "openness" on records, which builds trust and respect between people.

ELSA DAVIES
Former Head Teacher
St Anne's County First School
Stanwell
Staines
Middlesex

Single HE road blocks choice

Sir – Neil Merritt (Platform, February 10) suggests that higher education would be improved by a single clearing house for applications, including all full-time courses in public sector institutions. Initially, this may seem an attractive and rational proposal but there would be many disadvantages in a single clearing house which I, for one, would be loath to accept.

Implicit in his article is the suggestion of an equality of degree courses in the different institutions which does not yet exist and, although a common clearing house may relieve the burden on admissions tutors, it would restrict students in their choice and force them to decisions which, a year prior to entry, they may not be in a good position to make.

At present a student can, and frequently does, make multiple applications. She can, for example, apply to universities for medicine and to polytechnic departments for pharmacy (inadvisable, perhaps, but possible and increasingly common). She can even apply to other polytechnics and colleges of higher education for a completely different degree likely to yield a much lower A level offer and she does not have to justify her different choices to admissions tutors – and why should she?

On a single clearing house form such action may well be impossible because of a restriction on the number of places, and dangerous because of a demonstration of "lack of commitment" to medicine, pharmacy or the completely different subject.

In support of his single system, Neil Merritt argues that students increasingly find it difficult to differentiate between colleges, polytechnics and universities for languages and engineering, suggesting that separate clearing houses create artificial distinctions. My students do not find this a problem; they can apply to all three types of institution and retain a greater flexibility in making their final choice than they would under a single system.

I believe that a tripartite system has many advantages for the students (and where was their voice in Mr Merritt's list of interested bodies?). It is of no real disadvantage to the student to complete a series of application forms and I welcome the opportunity to slant my references according to the type of institution and the course for which my students apply.

Certainly, the time has come for the compilation of a single compendium for all degree and diploma courses but that does not imply a single system for applications. Perhaps it is time for the polytechnics to press ahead with their own clearing house and perhaps some colleges will seek involvement with that scheme. But I am concerned that a single clearing house for all institutions would put the applicants at a disadvantage and it would not, at a stroke, produce equality between courses at different institutions.

JOHN J GUY
Head of Hall
The Trinity School
Leamington Spa
Warwickshire

Parent concern

Sir – With reference to Mary Watson's letter (*TES*, February 24), members of the Hillfoot Hey Parents' Association share the concern of their counterparts at Quarry Bank about the shortcomings of the plan for the reorganization of Liverpool county secondary schools.

However, it must be emphasized that arguments in favour of alternatives based essentially on economics of scale are neither universally acceptable nor indeed educationally proven.

Further, it is a fact that many parents in Liverpool do opt firmly for single sex education, basing their rights to such choice on their knowledge of the performance of particular schools and on precedents established in the comprehensive reorganizations of 1967 and 1973.

LYNN HILL
26 Stuart Avenue
Hunts Cross
Liverpool 25

Viking dig

Sir – Readers of Dudley Wilson's article previewing the new Jorvik Viking Centre in York (February 24) may like to know that in April, to coincide with the opening of the centre, we shall be publishing Richard Hall's account of the excavations at York under the title *The Viking Dig*. Mr Hall is deputy director of the York Archaeological Trust and he directed the Viking dig at Coppergate throughout the excavations.

EUAN CAMERON
The Bodley Head
2 Bow Street
Covent Garden
London WC2

Low rates

Sir – The article "Propaganda charge over passes" (*TES*, January 27) drew my attention. I am afraid the Joint Matriculation Board's attempts to reassure us have had the opposite effect in my case.

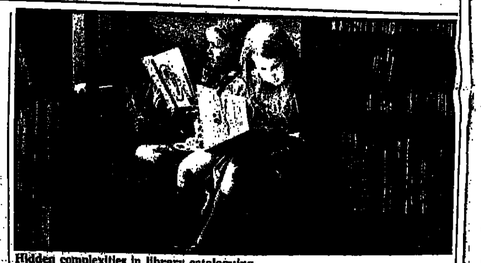
I had never expected the pass rate in further maths A level to be the same as that in home economics – usually it is the most able who sit further maths, and so more are likely to pass.

What I had expected was that in a particular subject the pass rate would be similar from year to year. I have in the past encouraged my pupils by suggesting that if their paper seems particularly hard compared with those from previous years, then everyone else is finding it hard and the "pass mark" will be lowered, so that roughly the same proportion pass as usual.

I have just set last year's A level physics paper as a "mock" examination, and after marking it I consider it to be harder than any set since 1979. The marks on Paper 4 are around 10 per cent lower than I would have expected. Does that mean that the grades awarded last year were lower than usual and the pass rate lower?

No wonder one of my abler candidates, whom I estimated as a B grade was awarded an E grade.

F ROSSINGTON
Head of Physics
Merchant Taylors' School for Girls
Crosby
Liverpool



Hidden complexities in library cataloguing.

Library lists

Sir – In *The TES* February 3 issue, which included a review of Colin Ray's book *Library Services to Children*, I was somewhat saddened to see an article on the creation of a card system for cataloguing the school resources library which, though admirable in concept, can surely not be as simple and low cost to maintain.

Thesaurus creation, for example, in cooperation with other teaching staff to create a dictionary catalogue, and maintain it afterwards would seem to be an expensive procedure, fraught with difficulties in getting teachers to agree over terminology to be employed. It seemed to me that this was a teacher – as opposed to pupil – centred catalogue too. I am not convinced that it is appropriate or necessary for the pupil to know the price of the material catalogued or for which level/age group it is intended.

The author points out the complexity of library organization – a fact well known to professional librarians who have spent between one (post-graduate) and four (undergraduate) years studying these very complexities.

While I applaud Mr Wilson's efforts at coming to terms with library catalogues and while I admit there are not enough professional librarians working in schools (not many i.e.a.s will include them in their establishments), may I strongly recommend that teachers thinking of cataloguing their school resource centre/library contact their local school library service based at the public library who will be able to give them the professional advice they will need not only to start but to maintain their catalogue.

JAN CONDON
Editor, School Libraries Group News
The Library Association.

Exam allergy

Sir – I read of Hereford and Worcester's cost-cutting education policy with some concern. Do Dr David Moffett and his colleagues realize the misery they will bring to the hundreds of pupils and staff in their authority who suffer from hay-fever by their policy of encouraging school grounds to run wild? I doubt it very much, and would point out that the effects of this malady will reduce the performance of those affected and perhaps have fatal consequences on those pupils affected who will be facing public examinations in close proximity to unnecessarily large amounts of pollen.

MIRYE
14 Carisbrook Close
Reading

Not so simple

Sir – I have just read Gerry Wilson's "Do-it-Yourself" article on library resources. In all otherwise helpful account of how the untrained schoollibrarian might set up a card system for cataloguing audio-visual (as well as book) materials, Mr Wilson makes light of the process of "producing the catalogue".

I entirely agree with him that the Dictionary Catalogue is "simple to use", and that this is what gives it the edge over both the classified catalogue, and the various optical coincidental systems that once looked so promising. I would argue, for the dictionary catalogue even if "complex information technology" were available. But I do not agree that what Mr Wilson calls "a basic subject index" is [illegible]. And his overdescription of the process gives the lie to the claim.

It took me five years to "involve the teaching staff" to make the "many detailed decisions" about headings and sub-headings, main-set and subsets; and above all, as Mr Wilson says, to ensure that the system was "consistent throughout". My objective was to produce a list of headings that any school librarian might use; and it was realized in the *List of Subject Headings for School and Other Libraries*, published in 1981 by the School Library Association.

I do not write this letter by way of self-advertisement; I write it to save hard-pressed colleagues from having to re-do five years' work.

COLIN SWATRIDGE
Reigate College
Reigate
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The truth about history

Sir – The questions raised by Sir Keith Joseph's speech to the Historical Association and your own leader comment (February 17) are of great importance for history teaching and much else.

It is a pity that neither was more explicit about the value of history in developing understanding of human relationships. Without claiming too much for it, history's study of situation, event, and human response ought to enhance understanding of all human interactions whether between nations or within marriages. The skills of analysis which history develops should have practical and moral application in human encounters large and small.

Orwellian view

Sir – I was so relieved to read that Sir Keith Joseph has acknowledged "History's unique contribution" to the curriculum. My relief, however, was shortlived as his reported address to the Historical Association unfolded.

The vista of the whole British nation, evidence informed with "shaped private attitudes and public policies", sounding "shared values and distinctive British features", is one worthy of the Secretary of State's Orwellian approach to the twenty-first century. What concerns me is the fate of the subject now and the prospects for the immediate generation of young people.

Because: There is no room for history in Sir Keith's Certificate of Pre-Vocational Education package; indeed, its chosen administrators have no connexion with these "uninformed" bodies, the GCE and CSE boards which have on offer wide and world perspectives in CSE and CEE O and A level examinations, and which have been endeavouring over the last decade to revise and reform the whole approach to the 16-plus, 17-plus and 18-plus examinations.

Because: Sir Keith has not pronounced his readiness to give his blessing to the common examination system at 16-plus. History, in company with other main curriculum subjects, has mobilized those with expertise into working groups all over the country. The schemes are exciting, containing national / international / technological / multicultural and evidence-based approaches. But Sir Keith is not able to accept either the criteria or the concepts of the experts.

Because: The resource implication of history throughout the curriculum is immense. John Slater, HMI, refers to the "revolutionary impact" of the Schools Council History 13–16 Project together with the new HMI 5 to 16 curriculum initiative with its 60 key historical terms. Both developments require resourcing in terms of materials and in-service training.

Because: Sir Keith has abrogated power and resources to the Manpower Services Commission and supports a Technical and Vocational Education Initiative take-over from 14 to 19 – thus endeavouring to secure an end to 11 to 19 comprehensive education. By this means he seeks to ensure that his vision of a graded technocracy will materialize. He seems in his address to reduce the study of history in schools to the level of persuading the nation's children that, for example, acts of the establishment exploiting slavery are reconcilable with high principles and nobility of mind, and that liberty is of "much less significant value than order to the same noble minds". Shades of Cheltenham!

The study of history truly has an unique contribution to make to the school curriculum. But, here in this country over the past 20 years historians and history teachers at all levels and of all shades of opinion have been evolving new and positive approaches to enable all children to enjoy the richness of their own and the world's heritage of man's achievement. In the words of an unequivocal nationalist – "Give us the tools", Sir Keith, "and we will finish the job."

JUNE FISHER
Former Chair, Schools Council History Committee
19 Thornsett Road London SE20

Otherwise, most of what Sir Keith declares valuable in knowledge of history can be accepted. However, there is trouble in store if the mind that studies history is as dependent on evidence as Sir Keith suggests. It is perfectly true that history "helps pupils to understand that there is a range of questions . . . on which there is no single right answer." It is also important "to take seriously the need to pursue truth on the basis of evidence". But the pursuit of truth requires a conviction that there is a single right answer even if the evidence does not allow us to know what it is.

Anyone with the remotest interest in the past, personal, national or international, asks "What happened?" and "Why did he do that?"

On the basis of *evidence* we may only be able to say (of, for example, some seventeenth century English occurence) "Hill says this while Trevor-Roper says that". In other words, the study of history becomes a study of historians.

Your leading article sees "a difference in fundamental objectives between those who see history as a principal ingredient in the formation of a citizen's concept of his country, past and present, and those who see it as a whetstone on which to sharpen critical faculties and powers of reasoning.

Presumably it could do both, and the other good things which we want it to deliver, but only if it actually approaches truth independent of the purposes which idealogues might have for it. History, like science or any other discipline, demands a metaphysical commitment to the existence of truth irrespective of present human ability to perceive it.

RICHARD WILKINS
General Secretary
Association of Christian Teachers
27 Spring Gardens, Garston, Watford, Herts

Ars gratia artis

Sir – Following upon Sir Keith Joseph's rationale for the value of history in the curriculum on the grounds of its "unique" contribution, development of "understanding of human activity" past and present, potential to "enrich the whole of one's adult life", source of "abiding pleasure and intellectual satisfaction", development of "skills of analysis and criticism" and an awareness of how "ideas and values" have been formed, may we look forward to his equally spirited support for the arts in education on the same grounds?

SHEILA PAINE
Lecturer in Art Education
Department of Art & Design
University of London
Institute of Education

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

From Alleskiar workbook

Deutsch duo

Sir – Brian Hill takes the BBC and IBA School Television departments to task for providing two series on German language during the same school year (*TES*, February 24). This over-generosity is not as daft as it seems. The BBC series *Unter Uns* is not new material, but a reediting of film originally shown in the series *Alles Klar* first transmitted in 1982. *Alles klar* was language function based; film sequences were presented according to what people said in a variety of situations. *Unter Uns* takes the same material but allows each situation to develop fully. Teachers will find this a useful postscript to a series they already value and was for the BBC a very low cost way of being useful. Thames TV's *Partners* is a major new series receiving its first transmission this year. Both series are to be transmitted on Tuesday mornings but there is a whole clear hour between the end of one and the beginning of another. It's our belief that secondary schools will be able to record, store and use both series when it suits them. The decision to transmit in this way was a conscious one, taken at one of the regular meetings of BBC and IBA education departments.

RONALD SMEDLEY
Acting Head of School Broadcasting
BBC Television

Shared faith

Sir – I feel sure that you must have caused grave offence to all your Muslim readers by publishing Victoria Neumark's review (*TES*, February 10) of their holy book and the life of their prophet. The choice of reviewer is puzzling but the resultant misrepresentation was quite predictable, if not excusable.

The Koran, according to Victoria Neumark, is a "misogynist book", despite the fact that misogyny is explicitly forbidden (Surah IV:v.9) and that the protection, care, respect and love of women as well as the safeguarding of their civil rights are recurrent Koranic themes. Divorce, it is suggested, is a commonplace prerogative of the Muslim male: the Prophet said, "Of all things God has permitted, the one he most dislikes is divorce." Does the reviewer believe that divorce is more prevalent in Islam than in the Christian West?

The Jews, it is claimed, are abused. Victoria Neumark seems to have misread Surah II v.62: "Believers, Jews, Christians and Sabaeans – any who believe in God and the Last Day and do right – are sure to have their reward with the Lord and have no reason to fear or grieve." The Koran tells Muslim believers to expect to find "Christians closest to them in affection"; mean-spirited hostile reactions from Christians and Jews, as exemplified in Victoria Neumark's review, are guaranteed to disillusion them.

ROBERT HUDSON
Toddington Manor
Toddington
Gloucestershire

Speaking out

Sir – It is the height of cynicism for Mark Jackson to seek to justify his assertion that NATFHE is divided over the White Paper, Training for Jobs, by reference to the comment of an official of this association seconded to the Manpower Services Commission (*TES*, February 24). How can any objective journalist seriously expect someone currently working for the agency at the centre of the White Paper controversy to speak for NATFHE at the same time?

PETER DAWSON
General Secretary
National Association of Teachers in Further and Higher Education

In focus

Sir, – As two fourth-year, BEd students at the School of Education, Exeter University, we were somewhat surprised by "The classroom in focus" (*TES*, February 24) by Ted Wragg.

We have never heard of the training booklets *Focus* and certainly have not been on a course "that made the development of classroom teaching skills a much more central matter". Indeed, on our arrival in October 1980, we were told that we were not at St Luke's "to be taught how to teach", and this law has been followed both in spirit and letter.

Although we do realize that the BEd course is not run by one man we did find the article, as with so many educational issues, a matter of mere words, when we would have much preferred practical action. We hope that the new BEd will be richer in such training than ours has proved to be.

Miss C GROVES
and Miss L J ROGERS
St Luke's
School of Education
Heavitree Road
Exeter

Rural axe

Sir – Professor Ted Wragg (*TES*, February 24) might be interested to know that rural communities other than in Devon are threatened with the rural axe in a more insidious way. Here in Nottinghamshire the Labour-controlled county council balances the needs of its urban schools against the smallest and most vulnerable rural schools by chipping at the latter. Promotion or retirement of a headteacher gives them the excuse to "review" or close rural schools.

Each small rural school fervently hopes that the axe falling on a near neighbour will secure its own future and is therefore reluctant to draw attention to itself by protesting about these cuts. Though the loss of a village school is "an outrage to everyone" the axe is moving remorselessly on in a once heavily forested Nottinghamshire.

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TALKBACK

Moral skills

FRANK PALMER

May I heartily congratulate Geraint Lloyd-Evans on his two recent contributions to the *TES* – one on the dogma of "measurability" (Letters January 13) and the recent attack on the improper extension of the term "skill" ("Manners maketh skills". Talkback February 17).

As a philosophy graduate, I find it utterly amazing that arguments which have become almost commonplace in philosophical psychology should be almost totally ignored by a new crop of pseudo-behaviourists freshly risen from the grave. As a philosopher, as a parent and as a deputy head of English employed in a comprehensive school, I am increasingly frustrated by, and alarmed at, the sloganizing in education that all too easily passes for intellectual rigour and, indeed, threatens to usurp it.

The education of children today is lodged precariously between two extremes; the Scylla of a mere behavioural itinerary of "knacks" and the Charybdis of moral/political indoctrination. Mr Lloyd-Evans is clearly on the side of the angels as far as mainstream philosophy is concerned in his exposé of the quite absurd reductionism that enables complex human capacities as fundamental as "communication" and "comprehension" to be poured into the grotesque mould of "skills". Programmes founded on such a bald reductionist stance are doomed to failure. Even if they succeeded on their own terms, they would be prescriptions for behavioural imitations (and, therefore, travesties) of the real McCoy. Skills-based methods in English or in social education (to name

but two areas) neither foster nor help to develop the capacities, motivations and range of feelings that give whatever skills are involved in communication their proper point. At best they turn pupils off. At worst they succeed – and produce automata.

Anyone who has undertaken a serious study of moral philosophy could not fail to bristle at, or be harrowed by, the next ghostly machine on the horizon – courses in moral skills! It is at this grim point that the Scylla and athe Charybdis converge. Mr Lloyd-Evans is quite right to suppose that the "how" is becoming the "what" as an educational aim. But it is also clear even from a casual glance at some of our schools that some departments who otherwise eschew the "skills mania" still plump for another dubious kind of "what"; they use the thin skins of subject names to disguise social-engineering bandwaggons.

It has now become old-fashioned to pledge one's allegiance to education as an end in itself and to the aim of developing the intellectual potential of pupils in order that they may become thinking men and women who can evaluate and analyse moral/social issues for themselves. Education, alas, has to be for some other end. In my view this is corrupt. The slogan 'education for peace' is, *qua* educational aim, in the same ball-game as 'education for military engagement'. Educational aims have become capricious creatures of fashion and their complexion is inevitably behaviouristic.

The behavioural model of "man" for the 1980s is that of a be-badged, jogging anti-smoker who manifests a penchant for wholemeal bread and wholesome campaigns about saving whales, "normalizing" relations between different ethnic groups, endorsing exclusive single-sex membership to non-sexist protest groups and, finally, rising out a Clark Kentian humility to tower as a super-hero who will "civilize" the third world.

Whether we reduce all academic and cultural pursuits to mere "skills" or whether we covertly (or, in some cases, explicitly) use subject areas to indoctrinate pupils with fixed social attitudes we will neither produce thinking citizens nor feeling and humane persons. But instead we will breed a race of sloganizing machines who lack the capacities to appreciate whatever importance the content of such slogans dimly represent. A lifetime ago Bertrand Russell indicated his belief that schools do much to destroy the enthusiasms and spirit of inquiry natural to all children. I wonder what he would make of things now?

It is supremely paradoxical that in this new age of ostensible moral purity the very curriculum is being Mastered and Johnsonmed towards greasy techniques. Happily, so far it has failed to butter up educationists of Mr Lloyd-Evans' calibre. Or could it just be that he is one of the few who are brave enough to swim against a fashionable tide?

Frank Palmer is deputy head of English at Barnhill School, Hayes, Middlesex.

13th time lucky

SID HERBERT

I was interested to read "Study of form" by Roger Free (*TES* February 17). My recent experience has left me with the impression that the appointment of primary heads in this country is akin to a lottery and nothing to do with educational prowess or leadership qualities. Of course not everybody can get an interview but once there the decision lies with the butcher, the baker, and the local secretary of the Townswomen's Guild, or whoever else the governors of the school may be.

I had thirteen interviews before I eventually "cracked" it and I was asked some diabolical questions. In one interview I had talked about the importance of language in mathematics in reply to one question. Then a middle-aged lady said how interested she was to learn that I combined the teaching of French with mathematics.

In Scotland I had answered one question by stressing how important I thought it was to involve parents in their children's education. The next questioner was flummoxed for he only had one question which was to ask whether I thought it to be important to involve parents. He sat for a few seconds desperately trying to think of another question but he couldn't come up with age it and so he asked his question anyway.

Another time I thought the interview was going well until a brusque man of about 80 asked, "What will you do when it snows?"

I thought I had probably misheard and so I asked him to repeat the question. "What will you do when it snows, lad?" he repeated in a louder voice with the slight inflection indicating that he thought he was talking to a numskull.

I thought quickly. Was he asking me whether I would clear the playground with a shovel? Was he wondering whether I would have a snowball fight with the kids? Then it clicked. As I lived 16 miles away he was concerned about me getting to school.

"I'll set off a bit earlier to get here. It's good main road and there should rarely be any difficulty."

"Ah, but what about the fog, lad? We get bad fog round here."

I answered in the same vein as I had to the previous question and I could see he was getting exasperated.

"Are you prepared to move house, lad?" he blurted out.

I answered no and from then on the interview went dead. I was only thankful that it wasn't snowing or foggy as I drove home.

The length and format of the appointment process varies tremendously. In one authority the first day of interviews is on a round robin basis with each candidate going for a number of different interviews on different subjects: management, language, the school and the community. This is a very tiring method especially as lunch was taken with the interviewers. At the end of the first day the lucky ones were asked to attend for the second day. I was not chosen and I put this down to the fact that I ate my sweet with a spoon in my left hand, or possibly I wasn't very good at answering the questions.

Another authority has a similar method but also includes a group interview. The candidates sit with an education officer and discuss a topical subject in education. But at the same time other interviews are being conducted and candidates are called out of this situation or put back into it so that at any one time only four of the six candidates are in the group interview. Whilst returning to the group the candidate is not aware of what has been said before and may find it difficult to join in.

By far the most common method is the short, sharp 20 to 40 minutes grilling in front of a panel made up of local dignitaries and county councillors with the odd educationist or two thrown in.

Selectors are supposed to be able to spot a good prospective head at a distance of 20 yards. It's something to do with that indefinable phenomenon called "feel". For example the local farmer's wife may say, "I simply feel that he is the right man for the job." and this respected opinion may well be

Not all authorities have candidates sitting around wasting time when they could be back at school working. One Scottish authority has an appointment time system and the local candidates just came for interview and then went back to school. My appointment was at 11.25 and at this time I was given a question by the clerk to the panel and was informed that I had to talk for five minutes on this question in 20 minutes' time. The clerk said that every candidate had the same question and the same time to prepare and so the system was eminently fair.

I went in and did my five minutes and was asked a few more questions and was out again in 20 minutes. I asked the clerk how long it would be before a decision was made and he said that they had one more interview to do and then they would decide. It wouldn't be long because the panel had to have lunch and appoint another head in the afternoon.

I went to the station to find out the times of the trains and was back in 40 minutes. The clerk was right, they hadn't taken long and I was told that I had finished second – some consolation I suppose.

And have I learnt anything from my experiences? Can I give any good advice? Well, not really as I was a failure 12 times – just don't take the process too seriously and don't get downhearted and don't go too deeply into what you are doing wrong. Your turn will probably come soon.

In the debriefing after one interview I was told by the education officer that: I had had a good interview and that I came over as a strong personality. It had been touch and go whether I had got the job or not. The very next day I had another debriefing in another authority and was told that I had had a good interview but that I had come over as too strong a personality for that village school. Sometimes you just can't win!

Sid Herbert was recently appointed head of Creswick JMI School, Welwyn Garden City.

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Bitter rain

DAVID WELLS

The persistent steady rain of, for the most part, ignorant criticism aimed at teachers cannot but lower their morale and make difficult problems harder to solve by presenting simple-minded answers to the public and to politicians. But how do teachers react to their critics? In particular, to articles in the press? Allow me to present an actual case.

On Tuesday, February 7, 1984, *The Standard* in London published a column by Brian Walden, an ex-MP and respected interviewer on television, under the 48 point headline, "Time to get strict with teacher". As journalism, it was feeble, and as an analysis of any part of the problems of the educational system, incompetent. He started by asserting that "Our secondary education system is what the teachers want it to be", and accused teachers of resenting the slightest criticism of their methods.

He took half the article to get to his main point: "In my opinion, modern teaching practice places too much emphasis upon social skills and the development of a well-adjusted personality . . . children go to school for the primary purpose of attaining academic excellence, or a vocational skill that will get them a job."

He went on to argue for the virtues of the "now despised stern old methods", which were used when he was a pupil, by the transparently sophistical trick of claiming that he was "a slum kid without a single redeeming virtue" who was "coached with such care and compassion" that he got an Oxford scholarship, carefully omitting to explain why, in that case, every pupil in his class did not also get an Oxford scholarship.

He continued by asserting that if teachers can make pupils "happy, socially responsible, outgoing, compassionate, that is quite splendid and an added bonus. But that is exactly what it is – a bonus. The job of the teacher is to teach, and teach well, a subject." And he concluded by claiming that that is what the modern British employer wants.

Forgive my so-brief precis, but I assure you I have omitted nothing to Brian Walden's credit, and much to his discredit.

How did London's teachers, very many of whom must be among *The Standard*'s circulation of just over half a million, respond to this attack?

I rang *The Standard*'s letters department to find out. A very helpful voice informed me that they had received just three letters in response to Walden. One of them was too long for publication. That must have been mine. The other two were both published. One was pro-Walden from a local councillor, the other was anti-Walden from one of the joint headmasters of Dartington Hall School, which happens to be in Devon.

Not a single London teacher, not one London headteacher, not one lecturer in any of London's teacher training establishments, no one, had thought it worth while to put pen to paper in their own defence.

Why? Is it because teachers seriously feel that their own modest contributions will never be published, and it really isn't worth putting pen to paper, and someone else will write a much better letter than they will, or no one takes any notice of letters to the editor anyway?

I hope that readers of *The TES* will reconsider their own responsibility for answering their media critics. To an Editor, mere quantity of letters is impressive, irrespective of their quality. Twenty critical letters of which two are just the right length, and need no editing are far more impressive than six letters alone with these ideal qualities, because every letter represents a reader.

A letter does not have to be long. A short letter, picking up only one point, still registers that fact that you, a reader, felt strongly enough to put pen to paper, find an evelope, stamp it and post it.

Editors are affected by reader response. Editors never know their readership as well as they would like. They can never be certain how many other readers share the feelings of the letter writers. No matter what the editor's own views a strong negative reader reaction will not be ignored. Either the subject will be opened up for genuine debate [excellent!] or the next time it is aired it will be better written or argued about.

That could mean the chop for an irregular or feeble contributor. Brian Walden will not be silenced so easily, but he might be forced to think harder before opening his mouth again, and, who knows, thinking harder he might follow Sir Keith Joseph's example and think a little better.

And that is what we all desire, is it not? Intelligent, thoughtful, informed debate. But we shall not reach, or even approach, that state as long as facile critics are allowed to get away with murder-by-a-thousand-cuts.

The remedy lies in our hands. What are you going to do about it?

David Wellings is a marine teacher in a Devon school.

FEATURES

The secret diary of Christine Longbottom, teacher, aged 33 and one week

January 4: Beginning of term. Feeling of well-being, health and happiness, acquired over holiday, has suddenly evnporated. New kid in my tutor-group; Pandora Something. Ridiculous name, though at least it doesn't brand her as a villain, like Shane or Tracey. Made her fill in the usual pointless record card – she gave her ambition as, "To ride with the Quorn". Yeuch! Sit her next to that insufferable Mole kid. Came home depressed and shouted at Clive.

January 6: Altercation with Brett Patterson during registration, over what he calls "Children's Rights". The head sent for me and said not to be too hard on him, as he comes from a broken home. Said it was probably him who broke it and, besides, it made no difference if he came from a hole in the ground, which he probably did. Head said that wasn't a very caring attitude; replied that I couldn't care less. Head not impressed. New CSE class even more horrendous than last year's; full of Glens, Deans, Julies and Debbies. Will probably be reduced to showing videos to keep them quiet.

January 11: Skived off and went round market. Saw at least five skiving kids. Coughed loudly and tried to look ill.

January 12: Dale Adams has reported me for skiving. Told the head I'd gone for prescription but since he knows I live out of town, I wasn't believed. He glared at me; I glared back. Stalemate.

January 14: Staff Meeting re "The Difficult Child", with head of drama acting aforementioned child, one Mickey Moon, and vice-principal showing us How to Cope. Hopeless – VP was totally unable to control the situation and finally suspended Mickey at 6 pm.

January 15: Clive came home from Jobcentre at 5 pm and began acting v. strangely. At first, he said he'd taken a job in Cardiff and would have to move, but when I said I'd be only too glad to give up my job and go with him, he broke down and confessed that he wanted to go and live with Peter. This is an ego-basher. Now I know how his wife felt when he left her for me, though on second thoughts, another woman would've been far preferable. I pointed out that Peter will be unable to keep him in the manner to which he's become accustomed. He shrugged his shoulders, gathered up his belongings and left. He has taken *all* my Rod Stewart records.

January 16: Went to Citizen's Advice Bureau solicitor, to ask about possibility of demanding back my Rod Stewart records. He said it would cost more than the records are worth to bring a legal action. The law is an ass.

January 18: Car wouldn't start and I had to rely on a lift to school from Creepy Coutts, the second vice-principal, "vice" being the operative word. He is a notorious lecher and looks like a child molester. He actually had the cheek to ask me out for a drink, even though the whole staffroom knows he is having an affair with Sue Steyne, who has just been given a v. dubious Scale 3 for being in charge of Girls' Cloakrooms. I politely but icily declined his offer – but must admit, it did make me wonder how a single, unattached, 33-year-old schoolteacher fits in all the marking and a social life? Do offers only come from creeps like Coutts?

January 19: Memo from head this morning; we are not, under any circumstances, to suspend kids.

January 20: Another memo from head re fifth-form, yobboes, euphemistically referred to as "disenchanted students". He has decided on a new scheme, to be known as TOC (The Other Curriculum). My timetable is to include two double lessons a week with the little darlings, helping them to decorate classrooms and otherwise waste their time and mine. I have retaliated by forming a staffroom pressure group, to be known as FART (Females Against Radical Trendies). There's a tremendous amount of support already, but some of it from men, so we may have to change the name. Mrs Steyne, being a radical trendy herself, suggested Fascists Against Radical Thinking, but I think not.

January 22: The head has suspended Darren Timson for calling him "Flamer Features". I gather that he "escorted the student off the site", viz to the bit of the field where it gets muddy. He then left Timson to find his own way home.

January 25: Burns Night. Had a boring weekend, spent marking, and now Mole has started another of his "Sock Rebellions" – tedious little twerp.

February 3: Fourth-year assessment forms due in. I finished mine in the nick of time, came home and went straight to bed.

February4: Long staff meeting re how to fill in fourth-year assessments.

February 5: Fourth-year Parents' Evening. Only three parents attended – Mrs Bhalla, Mr Gupta and Mrs Singh. Unfortunately, I couldn't make myself understood. I really ought to learn Gujerati.

February 6: Must do something about my A-Level group. They are all born-again Christians and keep bringing Jesus into *Macbeth* at the most inappropriate moments. I keep telling them that Jesus won't get them through the exam, but they fail to see my reasoning and insist that He will.

February 7: Another weekend on my own. Marked fifth-year discursive essays on "Euthanasia" – if only it were "Youthanasia". One bright spark had written, "If someone is old and unhappy, why prolong the mersey?" I had no idea I was teaching them geography. Liz came round in the evening; we both moaned about men. Her husband ran off with a female impersonator, so I suppose I should think myself lucky.

February 9: Letter from Clive this morning:

Dear Chris,

I hope there are no hard feelings. Peter and I are very happy and the flat is lovely.

Just one thing: when I took my Rod Stewart Foolish Behaviour *out of its sleeve, I found Vivaldi's* Four Seasons *was there instead. They must have been put away in the wrong sleeves. Can you come and collect your Vivaldi and bring round my Rod Stewart at the same time? Clive!*

The Hell I will!

February 12: Solicitor's letter this morning:

Dear Miss Longbottom,

Re items belonging to Mr. Clive Luff . . .

I am going back to the Citizen's Advice Bureau.

February 14: Valentine's Day – some hopes! The CAB solicitor is a chauvinist pig; asked a lot of silly questions about whether I'm absolutely sure that the Rod Stewart records are mine – have I any proof of purchase? Came home to find that Vivaldi had been replaced and *Foolish Behaviour* was missing. So was Ravel's *Bolero* – bet I know what he wants *that* for. Forgot he still had front door key. Must have locks changed.

Liz rang and we decided on a Valentine's Night Out at the Bubbles Discotheque. A total disaster – full of loud music, flashing lights and sixth formers – v. embarrassing. Couldn't have decent conversation, so got a Chinese takeaway and came back here. Moaned about men.

February 15: I am absolutely shattered and behind with my marking.

February 16: Julie Bradley, during fifth-year CSE exercise on "Descriptive Passages", chose to describe me as, "A fat, old cow and an arschole". I marched her to the head, who said not to be too hard on her as she lives in a children's home. I said I was surprised they'd have her, as she doesn't comply with the normal definition of a child: Head said suspension was out of the question, as it's against school policy. The lovely Julie was last seen crying on the shoulder of Mrs Steyne in the girls' cloakroom. She spent the rest of the day in the sick room but will be back in my lesson tomorrow.

February 17: Stood Julie Bradley outside my classroom this afternoon, for calling me "an old witch" in the lesson. She then ran up and down the corridor, shouting, "Longarse is an old witch!" This disturbed the Governors' Meeting, which was taking place in Room 1. She has been suspended for two weeks.

February 18: Mr Nutt, the art teacher, came to see me today, to congratuate me for having Julie Bradley suspended. I said it was nothing to do with me, but he has joined FART anyway. He also suggested a new name – PART (Persons Against Radical Trendies). Apparently, Julie has gouged her name on every desk in the art room with a lino-cutting tool. Mr Nutt thinks she must have paranormal powers, as he has never actually caught her doing it.

February 20: Broke up for half term. I am still behind with my marking.

Inspectors' report

David Hall gives HM Inspectorate a taste of its own medicine

As my school came under the spotlight of the inspectorate recently, the publication of their report prompts me to suggest that ideally there should be a two way process involved. Surely the public has the right to be assured that not only the teachers but the HMIs also represent good value for money.

Introduction

The report itself is contained in 44 pages of good quality A4 unlined white paper. The frontispiece consists of a two tone layout, the heavy black print of the main headings contrasting rather unpleasingly with the lighter off-centre name of the school. There was a lack of standardization here which suggested that this part of the exercise had not been fully coordinated. More meetings at departmental level would have avoided this particular fault.

Accommodation

The HMIs were allowed the use of a large craft room during their visit. This room was well treated; ashtrays were used properly and there was no graffiti.

The Team

The team consisted of twenty HMIs drawn from a wide background. Educational qualifications were of a high standard although their average height of 5' 9" contrasted with the national average of 5' 10", a discrepancy so small that it can be safely be ignored.

Standards of behaviour were felt to be good. Out of a total of 248 recorded classroom visits, 96.4 per cent were preceded by a knock and of the remaining 3.6 per cent, 0.08 per cent were preceded by a scuffling noise which can, for the purposes of this report be taken as a suitable equivalent, Only in 1.8 per cent of visits was a door flung open without any warning. Contact time for each inspector during the period of the inspection ranged from two to five days compared with a national average of two hundred days a year for teaching staff. The HMIs obviously followed a well planned and carefully implemented rota system of staff interview. This provided most teachers with the most valuable experience of working through the day, inclusive of breaks, free period, lunch hours and a considerable portion of time after the end of the normal school day.

Departmental Reports.

This was the most disappointing area of the report. A clear lack of co-ordination and the absence of an "overall" strategy were all too evident. To take one example: some subjects were disposed of in half a page of closely argued material while other disciplines were allocated two pages of comment and some teachers were left with a feeling of discrimination. There is a need here to discuss methods of assessment in much greater depth. There was also much repetition. Too many of the inspectors were content to use terminology and jargon that was frankly dated. Surely education is one area of life that pre-empts all others in the need to keep informed of current terminology which has been known to change by the week. Three or four examples will make the point. Far too often inspectors talked about "lack of pace", and the need for "commitment". Inevitably there was a constant stressing of the need to cater for "the disadvantaged": it was not always clear if this was a reference to the pupils or the staff.

The inspectors might well consider the inclusion of visual material in this section of the report. The layout would benefit from the use of photographic coverage of teaching areas with lessons in progress. One has in mind a science practical lesson for instance being given in a boys' changing room. Routemaster kits for staff moving between lessons on a three site comprehensive school could be provided with suggested routes showing the shortest distances between two points. Perhaps the local police force could be asked to provide mug shots of some of the school's more prominent pupils.

Conclusion

Provided the above criteria are borne in mind there seems no reason to doubt that the quality of reports will continue to improve. The inspectorate is well placed to capitalize on its existing strengths, and backed by the energetic and enthusiastic support of the 400,000 teachers in the maintained sector, it should be able to build on the traditions it has already established.

David Hall is head of history in a Liverpool comprehensive school.

THE BITTER PILL

As medical schools face reductions in their intakes and competition for places hots up, a new approach to applications is urged, Joanna Lyall reports

A study of medical school applications to be published soon proposes that applicants should no longer be asked to list schools in order of preference on the UCCA form as this can lessen some candidates' chances of being considered.

The study, based on a survey of 1,350 applications to St Mary's Hospital Medical School, London, in 1980, also suggests that candidates should give one place on the form to a course other than medicine in case they fall in what is an increasingly stiff competition.

Last year there were 10,729 applications for 3,955 places at UK medical schools. The average A level grades of students entering medicine were ABB. Only would-be vets face tougher competition.

Sixth-formers' chances of becoming doctors were recently made even worse by a Government committee on medical manpower. It recommended cuts in medical school intakes of at least 5 per cent to avoid an estimated surplus of 30,000 doctors by the end of the century.

In such a buyers' market there is a good deal of discussion about selection methods and which candidates, and what aptitudes, are the "best buy" for medicine. "Far more applicants could cope academically with the course in medicine than can be accepted," says Professor Peter Richards, dean of St Mary's, who published a guide for prospective medical students last year.

Good exam results, on their own, are not enough. One applicant to St Mary's with three A grades and one B at A level came from an area of high unemployment and was asked what he thought the greatest health problem might be in his home town. He did not know, did not seem interested, and was not offered a place. "He just didn't have the right feel for medicine," says Professor Richards.

Most of the London schools, and the newer universities, like Leicester and Nottingham, place strong emphasis on interviews and deliberately see many more applicants than they have places for. "We think it's important for people to feel they've had a hearing," says Professor Richards.

Last year St Mary's received 2,050 applications. All were personally scrutinized by the dean who then invited 416 candidates for interview. One hundred were finally accepted.

A and B grades at O level almost guarantee an interview but other considerations are taken into account. "If we see someone's been to grotty schools, or suffered a lot of disruption in schooling we'll make an exception," says Professor Richards. And St Mary's always takes one or two risks each year, candidates without an outstanding track record who seem to have promise.

Widely valued though achievement in physical and intellectual pursuits is even more important. Professor Richards advises. Extra-curricular activities, community service and personal initiatives are thought to provide some clues to future potential. Sporting, musical and dramatic interests are signposts for selectors looking for people who will contribute to the life of the school during the long training. Heads' reports are also generally regarded as useful indicators of potential.

Interviewing practice at universities varies considerably. Aberdeen, Dundee and Edinburgh see only unusual candidates, such as mature students, while Nottingham never makes an offer without seeing an applicant. Aberdeen, which only interviews mature, graduate and borderline cases, believes that pupils' ability to communicate is adequately assessed in heads' reports.

At least half the candidates usually go into general practice. But schools, like Nottingham and Southampton, which have a GP on the interviewing panels, as well as academics and hospital doctors, are exceptional.

Medical schools vary in their attitude towards candidates' list of preference. The results of the St Mary's study, which followed up the fate of every applicant who put St Mary's on the UCCA form, suggest that candidates who are not offered a place by their top choices lose out because schools placed lower down the list are reluctant to consider them. The study also shows that candidates who send in their UCCA form early do stand a better chance than those who apply in November and December.

So under the present system all candidates would benefit by sending in their forms as early as possible. And the weaker candidate is well advised to find out where competition is the least stiff and put those medical schools at the top of the list.

Most medical schools like to see candidates' choices in order of preference but vary in their attitudes towards positioning. Oxford, for instance, does not mind about its position on UCCA forms as long as it is not placed below Cambridge. "But in practice candidates including Oxford usually put us first". Glasgow does not consider applicants who put it third or lower on the list of preferences but will consider candidates who bracket all their choices as being equally acceptable. Nottingham considers applicants who place it low down on the form but in practice those who place it lower than second are "rarely" accepted.

Minimum A level grades required also vary, with many schools asking for three Bs while some of the London schools make offers of three Cs (although the average grades achieved are higher). Some schools, like Edinburgh, will not consider reapplications, while others, including several of the London schools, will consider second applications in special circumstances like bereavement, but usually require higher grades. Universities also differ in their attitudes to taking a year off between school and university.

All this adds up to something of a maze and has prompted some of those involved in medical education to call for a code of practice, to be updated annually, in which all schools would describe their minimum requirements, selection procedures and amount of attention paid to the order of preference on the UCCA form.

Such a code, argues Richard Wakeford, senior research associate at Cambridge University School of Medicine, would be a vast improvement on the current situation in which "details of the selection procedures are rarely made entirely clear and there is no simple way to ascertain the particular mechanism used by any individual school."

Writing in the *British Medical Journal*, Mr Wakeford suggests that schools should also be asked what proportion of candidates are interviewed, and for how long, and whether any kind of "quota" system operated for mature students, applicants from medical families or children of the school's graduates.

But in the absence of such a code applicants must rely on their own research. There are several guides (see below) but these cannot take the place of a direct approach to individual schools, followed by a visit where possible. And the approach should be personal. Selectors are not impressed by parents writing in for information about what is accepted as one of the most gruelling university courses. And they do not warm to the candidates who arrive for interview without having read the prospectus, saying "my headmaster said I should come here."

Entrance Requirements for Medical School, £1.75 from the Secondary Heads Association, 29 Gordon Square, London WC1

Learning Medicine, by Professor Peter Richards, £4 from BMA Publications, BMA House, Tavistock Square, London WC1.

A Doctor or else? by John Thurman, £3 from Yates Valley Publishers, 90 Blythe Road, Worcester Park.

TWO'S COMPANY

Ann Fitzgerald finds small rural schools can survive if they pool their resources

Falling pupil numbers leading to the closure of small rural schools represent yet another blow to community life already smitten in many villages by the car and the supermarket.

A Government circular in 1981 setting out the financial and educational benefits of amalgamating pupils in larger schools has accelerated this process. But an experiment begun that same year in the picturesque Cotswold town of Chipping Camden might offer an alternative for some country areas.

It involves two Church-aided primaries, St James in Chipping Camden (101 on roll) and Ebrington Village school (26 on roll), three miles north of Chipping Camden. On the retirement of the headmaster of St James in December, 1980, Ian Jones, already headmaster of Ebrington school, was appointed joint head of what later came to be known as The Federated Primary Schools of Ebrington and St James.

Federation has proved a thriving success with numbers in both schools steadily climbing. Last year Ebrington had 34 on roll and St James 116. 45 per cent above the local authority's estimates, and this has risen to 55 per cent over the last 12 months. This growth has been accelerated by the 1980 Education Act which allows parents to choose a school beyond the boundary of their l.e.a. area, a freedom which is bringing a steady stream of children from adjoining counties as well as other districts in Gloucestershire. Eight out of a class of 14 at Ebrington come from Warwickshire.

But this parental affirmation of the federation has not been won easily, as Ian Jones admits. "In fact", he says, "if I'd known three years ago how hard it would be to get the idea established I'm not sure I would have taken it on".

Earlier experiments in federating schools, in Yorkshire and Cambridgeshire, were not encouraging. In Yorkshire the plan did not get beyond the paper stage and in Cambridgeshire the federation was unable to prevent its smaller schools from closing. In administering two schools, Ian Jones's policy has been to retain a great deal of autonomy and individuality for each, even though it has made his life hectic.

It has meant two of everything; two separate buildings to maintain, two PTAs to foster and to attend, two bonfire nights, two carol services, two summer fetes. The ordinary weekday routine requires certain lunchtimes to be spent in each school, different assemblies on different days and most important of all, regular accessibility to parents, each in their own school building, when they need to see him.

But Ian Jones is certain that this has enabled the schools to serve their own communities better and for the federation to be accepted by parents, and other local people. "Each community is different, each has its own concerns and priorities", he explains, "and each is very protective of its own school and wants its identity to be preserved."

"At first we had to tread warily, had to size up each new idea from all angles trying to anticipate the unfavourable reactions it would cause in different quarters and I don't think I would have appreciated the role and needs of a small village school if I hadn't spent those two years at Ebrington as the village schoolmaster".

All staff agree that there is much less tension now. Parents have come to trust the federation and appreciate the advantages it can give their children.

The St James school hall is valuable for both schools and on Monday afternoons Peter Hockley, one of the two class teachers at Ebrington, whose special interest is PE, comes down to St James to take the juniors for gym while the junior teacher goes to Ebrington to take his class. On Wednesday afternoons both schools combine for a sports afternoon when the children can play in their appropriate age groups. On Thursday afternoons Kate Thorpe goes to Ebrington to take a recorder group for children from both schools and junior swimming sessions on Tuesdays and Thursdays can be organized in age groups, with those at the non-swimming session getting extra small-group tuition.

This integration has been achieved by a very tightly structured curriculum. For reading and maths Ian Jones and his staff have devised meticulous evaluation charts pinpointing the different skills, and the stages, at which each is taught, tested, and later revised. All other academic subjects are approached through topics which teachers teach in their own way within agreed guidelines. Staff room copies of lesson plans and flow charts show the aspects of science, history and environmental work they are covering.

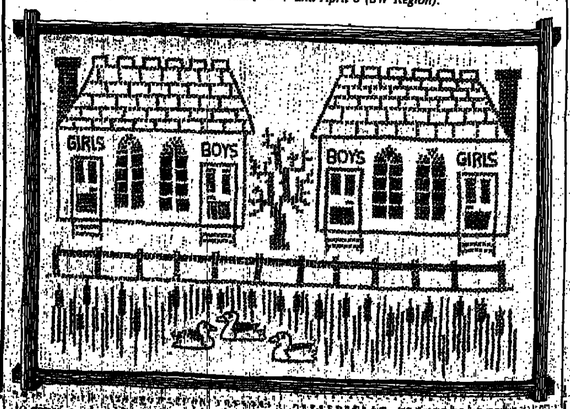
Topic work comes to a glorious, integrated flowering in the schools' joint study visits. For infants and younger juniors this will be one day/one night visits to a field study centre progressing to a complete fortnight's stay for the top juniors where they study an area and the way of life of the people. In 1981 and 1982 a study exchange was arranged with a school in Viborg, Denmark and last year they went to the village of Granitis in Northern Macedonia.

Ian Jones explains "we are trying to give our children the best of both worlds; for the very young the security of a small school and familiar faces, then gradually widening their horizons as their confidence increases. In this, the federation allows us to overcome the disadvantages of two small schools; small peer groups, a minute staff, and very limited facilities."

Could the federation's success be transplanted to save other small schools? The headmaster is cautious. "I don't think it's an instant remedy. I believe in principle it's a sound idea but each system would have to be carefully tailored to the individual schools, and communities concerned and it can't be done without an absolutely tremendous effort."

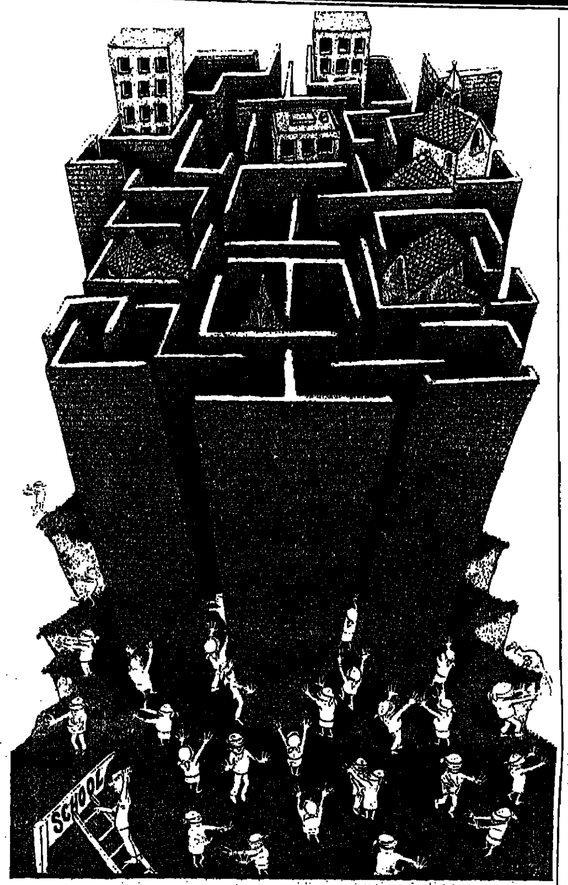
The chief education officer, Mr Keith Anderson, echoes this. "I'm delighted that this particular federation has been a great success and it's entirely due to the determination and enthusiasm of the people involved. We've learnt a lot about the value of sharing resources but I would still proceed with great caution before trying it elsewhere."

A year in the life of Ebrington Village School can be seen in three programmes on BBC1 on March 5, 12, 19 (Midlands Region) and on March 23, 30 and April 6 (SW Region).



BLIND MAN'S BUFF

Some schools don't play fair in the school selection game, Peter Holman complains



The eldest of our children, a daughter, is due for transfer to secondary school next September. Seeking opinions from as many quarters as possible, I found local parents who already had children at secondary school were largely satisfied. But on deeper questioning it was clear that these parents had no knowledge about the schools upon which to base their opinions, beyond hearsay evidence from other parents no better informed than themselves.

Questioning their offspring about their schools, I realized that many were easily satisfied, and judged their school on different criteria from those I would use. But then, is it the pupils' opinions, or mine that really matter? It is not the head's pie-in-the-sky idealism that is most important but what happens in the classroom. So the next step seemed to be to go to some parents' introductory evenings.

What a show, and what amazing differences: and what a lot of educational parading, with no proof of what really goes on at all. Boys and girls were beavering away in the laboratories, trying to demonstrate principles they little understood, and largely unable to explain why they were doing what they were doing, except to admit that the teacher had suggested that they do this to put on a show for the visitors. Such a variety of apparatus on show that clearly, from the dust silhouettes in cupboards, saw the benches rather rarely during the rest of the school year.

It was the same in the art rooms, silkscreen printing rubbing shoulders with clay modelling and raffia work, photography, pottery, scraperboard, and oils. I know the school is trying to show what it can do during the five years my daughter may be there, but it is all so artificial. What I needed to know was the quality of the teaching, the quality of the rest of the children who attend (not merely those who clearly gave of their best on these evenings, who were surely the better pupils anyway), the class and group sizes, and the availability of all the things on show.

Teachers who were there seemed to be honest enough when asked questions, but some answers were unbelievably vague, or countered with jargon, or with references to probable future staff changes, or changes in the local authority finance policy. I got the impression that the teachers wanted you to choose their school, but couldn't agree what were its strong points.

In some cases, the head got everyone in the hall for a speech first; this to me is wrong. I wanted to see the school, not be kicking my heels in the hall, waiting for latecomers to settle, and half listening to someone drone on about what could have been put into a duplicated handout. One very interesting idea, at an independent girls' school, was for the head to give a short talk every hour, for 10 minutes or so, during the evening. This gave smaller groups of parents a chance to meet the head, and a chance for an individual word; it also enabled people to avoid the head's talk altogether.

At a mixed state school, the parents' evening was a disaster. The head gave a 30-minute speech to a hall packed with parents, admittedly more than the head had thought would come; then he introduced three other teachers, who each gave a further talk, in turn. Each promised to be quick, and wasn't.

Parents were growing noticeably restless, and when all four had spoken, the head invited questions. At least 600 people crammed in, over an hour after we had been promised a short account of the school, and he asks for questions! the man's credibility plummeted as he calmly told us that he knew what we would be asking: about discipline. There then followed a proud account of the school's "occasional" use of the cane.

When he had finished, at last, a group of about seven sixth-formers appeared, and we were invited to form ourselves into groups to be shown round by one of these pupils. The groups were so large that many parents gave up there and then, and went home. For those of us who stayed, we were treated to a saunter around the corridors, all the rooms being locked. Getting to the head of my group, I learnt that the head had asked the sixth form for volunteers only that morning, and most had already made plans to do other things. I discovered why the rooms were all locked, as we passed the school canon with a long tirade of keys moaning to a teacher: "He told me there was a meeting in the hall – nothing about anything else." You may guess my response to that school; yet, amazingly, its reputation among the local parents is good.

Having attended several open evenings in the autumn term, and still being rather dubious about making a choice, I wrote and asked for examination statistics, and was not at all surprised by the variety of forms in which such statistics were presented. Some quite openly showed total numbers entered, and total numbers for each grade achieved by pupils. Even though this was not always flattering to the school, it presented an honest picture. Other schools paraded statistics in tables that were at best difficult to interpret, and at worst apparently deceptive; some told of their average grade compared with other local schools whose average grade was lower; some compared their grades with those which "would have been expected from the children's abilities as assessed on intake".

As a parent deeply concerned about my children's education, I am more impressed by good results, reflecting as it must both the quality of the teachers and the quality of the pupils who attend, than I am by a school's professed ability to make the most of what may be a poor general ability to learn. It was salutary for me to note that some independent schools were quite devious in their presentations of exam results, while others paraded names and grades with pride.

I'd read several accounts of how girls do better academically, especially in the sciences, in all-girls' schools. Our authority has no girls' schools at all. Neighbouring l.e.a.s have just two girls' schools, and one of those is 30 miles away. There are three independent girls' schools in the vicinity. I wrote to the l.e.a. and they gently but firmly refused a request to provide girls-only education within the borough, but told me that if I were to obtain a place in an out-county school, they would pay the costs, providing it was a maintained school.

I also asked the primary school head for advice but he had his own axe to grind; it's not the school that matters, he said, if your daughter is going to do well, she'll do well at any school. Beyond that, he steadfastly refused to be drawn into any particular recommendation. I realize the head has his professionalism to protect, but I have my daughter to educate, and I believe he knew a lot more than he was prepared to let on.

The next thought was to attempt to visit the school during a working day, to see if I'd be allowed to have a look round while the school was in session. Out of six schools approached, four agreed, and two politely declined (one maintained and one independent). I visited the four which allowed me in, and in three cases was escorted round by pupils, and in one case by the deputy head; I valued the former three visits more, since it was possible to quiz the pupils, and children in the corridors and in class paid little heed to a stranger with two pupils. The deputy head felt obliged to deal with little matters of discipline during our tour, and his aura pervaded. One school gave me a one and a half hour tour and an hour's chat with the head and deputy. Regal treatment indeed, and very much appreciated.

The choice of eight was narrowed down to one maintained school, and one independent. Both are on the shortlist because they were helpful, provided useful information, had sensible parents' evenings that were well-organized, and gave freely of their time to further our knowledge of them and what they seek to do. Both schools have pupils who are sensibly behaved on their way to and from the school; both heads admit to having faults in their schools which they are trying to correct, (two independents declared there were no faults at all), and both schools appeared to be working in a way that I should expect of a school as I walked round on my tours. My daughter liked them best of those whose parents' evenings she attended.

Then there were the entrance examinations for entry to an independent school. Even some maintained schools wanted to interview, and one selective school gave a test in November, which we had missed. In addition, the independents want money. One school required a registration fee, then in the next letter an examination fee, then later suggested that if we wished our daughter to enter the competitive scholarship examination we should send another cheque. So we forked out again, half expecting further demands for cash for a marking fee, or postage and packing on the results. But she got her scholarship.

But if the school takes in 120 each year, and 135 sit the entrance examination, most would be accepted anyway. Do these schools have artificially high fees and then award multiple part-scholarships to encourage parents? I rang two independent schools with these questions. Both heads told me that full scholarships were awarded to only one or two pupils each year, and that rarely more than five or six part-scholarships were offered. One head said 450 girls took one exam, for 80 places, the other head was cagey and declined to give me figures (their exam successes were veiled in possible misunderstandings too).

Despite all our efforts, questioning pupils at the schools (who mostly accept what their schools are doing is for the best, but who offer very valuable comments about individual teachers), talking with other parents, visiting the schools both at parents' evenings and during the working day, to what extent do we have a real choice? Some apparently excellent schools are beyond our reach, geographically, financially, or socially. Those that are fairly near are laden with questions still to be answered.

Has the primary head really got it right when he tells us still that the child who is prepared to get on will get on despite the school. And if this is true, what benefit is the school in such a case? How is this an argument for sending anyone to school at all? If the school presents opportunities for learning, and that is all, the sense of his remarks becomes clear. But surely there is more to school than that? Social life, personal relationships, after-school activities, even the form of the school day must make some difference?

Parents have a choice, greater or lesser depending on financial constraints and geographical location, but how can they choose effectively? I got the impression, talking to teachers at the parents' evenings, that there are few schools without some very disgruntled teachers; on the whole it seemed to me there was no great divide among the teachers and equal diversity on all the staffs. But I got the impression that maybe the maintained school staffs had to be slightly better on average, since they could expect to get more pupils who needed corrective words from time to time.

So which school is my daughter going to? Having narrowed down the possibilities, the choice is hers.

Peter Holman is a computer programmer living in Croydon.

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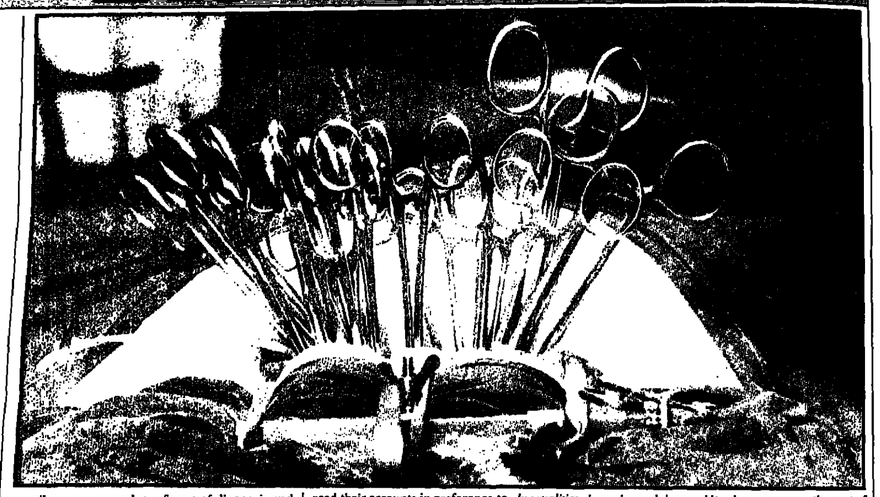
Body under stress

Peter Parker on the politics of health

Tales from Chirgwin Hospital. By Courtenay Wade.
Macmillan £12.00. 0 333 34745 5. £4.95. 34746 3.
The AIDS Epidemic. Edited by Kevin Cahill.
Hutchinson £3.95. 0 09 148651 3.
Health Policy in Britain. By Christopher Ham.
Macmillan £19.95. 0 333 30737 2. £5.95. 30738 0.
The Social Geography of Medicine and Health. By John Eyles and Kevin Woods.
Croom Helm £16.95. 0 7099 0257 3.
The NHS: A Picture of Health? By Steve Iliffe.
Lawrence and Wishart £3.95. 0 8531 5573 9.
Cancer in Britain: The Politics of Prevention. By Lesley Doyal, Ken Green, Alan Irwin, Doogie Russell, Fred Steward, Robin Williams, David Gee and Samuel Epstein.
Pluto Press £5.95. 0 8610 4394 4.



Perhaps because I have never been seriously ill, I see the health service as the media present it, in headlines: miracle workers, angels, palaces of technology, museums of madness or cruelty, reservoirs of compassion, dedication, inefficiency and bureaucracy – in short the home of everything British.

To most of these authors the NHS is a more straightforward matter. Since 1948 the health of everyone in Britain has improved, but the upper classes have outpaced the lower. Members of the working class see their general practioner more often but specialists less frequently than their middle class counterparts. Inequalities in health have actually increased. Similarly with provision. More money has been spent on hospitals for the mentally ill and handicapped, but not as much as has been invested in acute hospitals. Meanwhile people have been abandoning old cities for new towns, but teaching hospitals continue to hog resources and remain concentrated in inner London. This exemplifies the inverse care law: those who need resources most have least access to them; though conversely there are few votes in slashing Westminster Hospital's centre for bone marrow transplants just to provide more district nurses in Herefordshire or Milton Keynes.

Looming over these perennial problems are three unquantifiable threats: an aging population – the old consume most medical care. (64 per cent of general hospital beds are occupied by those aged 65 years and more.) The medical profession's failure of devising more effective – and usually more expensive – forms of diagnosis and treatment; and new diseases such as Aids.

It is a failing that none of these books consider why, in spite of intractable problems, no one seriously considers de-nationalizing or privatizing the hospitals. For the perennial difficulties have produced perennial explanations: poor management, a waste of resources, a lack of resources – Britain spends less of her gross national product on health care, currently £14 billion a year, than other developed countries – or the right of doctors to spend what they will on their patients. This is called the doctrine of clinical freedom, in which health care is rationed not by government diktat or a patient's ability to pay, but by the waiting list.

The present Government may seek to persuade us that its new style "efficiency savings" are quite different from old fashioned "cuts", but governments and health authorities can control doctors' spending only by closing hospitals or wards, limiting the growth of essential support staff like nurses and technicians or of capital facilities such as kidney machines. They can also use research as an excuse to delay the introduction of, say, a tinnitus clinic or a nationwide breast screening programme.

In these hard times doctors and nurses must deploy peasant cunning to protect their budgets or beds from their equally needy colleagues. *Tales from Chirgwin Hospital* is a chatty collection of pointed anecdotes on this and other aspects of hospital life. It is intended for nurse managers. The key to extracting more money is the panic factor. Aids has this. It suppresses the body's immune system and is a lethal and transmittable disease. Already there is a national Aids's centre at St Mary's Hospital, London. There is not space to discuss Kevin Cahill's book save to commend it and its distinguished American contributors for producing a model of science writing, readable, accessible to the layman, and as careful in framing hypotheses as in admitting the still large areas of ignorance.

The next three books cover familiar NHS ground, and it is difficult to see why anyone would read their accounts in preference to, *Inequalities in Health* by Townsend and Davidson (Penguin); *The Politics of the NHS* by Rudolf Klein (Longman), or for an international perspective *The Public/Private Mix for Health* by McLachlan and Maynard (Nuffield Provincial Hospital Trust). Christopher Ham writes like a minor civil servant – reliable, dull, possibly better informed than he affects, but possibly not. To give but one example. In 1977 "Health authorities were encouraged to interpret national guidelines in the light of local conditions. This was perhaps no more than a pragmatic recognition that the DHSS lacked the means to impose its priorities on health authorities". For God's sake, Ham, specify. Who was involved, what did they think, were there no competing priorities, no professional or even individual conflicts of interest; or was this "pragmatic recognition" merely the result of exhaustion, as paper shuffled between fingers and one committee meeting gave way to another?

From their base in the department of geography at Queen Mary's College, London, John Eyles and Kevin Woods hack their way through some rather dense jargon only to announce that the organization of a country's health service, the pattern and conception of disease and the location of clinics and hospitals are not unrelated to power and wealth. They disclaim any wish to have written something "really new". One can only agree that they have succeeded.

Steve Iliffe is a doctor. He has a refreshingly sharp pen, and has produced what critics call a good read. "The availability of abortion", he writes of the period before the 1967 Abortion Act, "depended on the interpretation of the law by gynaecologists, and such interpretation seemed sensitive to women's ability to meet private fees". He is, unfortunately, impatient with facts, when he cites them at all. Iliffe rewrites history to make Kenneth Robinson a Conservative minister of health. He claims without any supporting evidence, that the present Government bowed to pressure from insurance companies and dropped its plans to recoup the cost of caring for victims of traffic accidents; but he neglects to say that the Road Traffic Act already gives health authorities powers to recoup such money, and they do so, to the tune of £3.8 million a year.

"Health services," Iliffe writes, "do not usually make that much difference to the duration of our lives." One turns in expectation to *Cancer in Britain, The Politics of Prevention*, to discover why this largely incurable affliction continues unchecked. The book gets off to a misleading start, claiming that cancer is running at record levels, and that at least 20 to 40 per cent of cancers are work related. However, as Sir Richard Doll and Richard Peto have argued in their unrivalled report *The Causes of Cancer* (Oxford University Press), it is unlikely that more than 6 per cent of cancers are due to occupation and pollution, and once smoking related cancers are discounted, age related cancer mortality rates have remained remarkably stable in the last 50 years. Still, though weak on cancer, the authors present enough evidence on industry's complacency and subsequently discredited assurances to make one wonder why trade unions do not establish their own laboratory to test the new substances.

Part of the reason is the existence of the NHS. It may be an arena in which the class struggle or conflicts among professionals or between them and consumers are played out. But it is truer to say that the NHS has been a success precisely because it has offered enough to different groups for them to use it to fight for more. In so doing it has become one of the few institutions to have aroused a loyalty which bridges divisions of class and age. *Tales from Chirgwin Hospital* ends with as apposite an expression of this support as one could find. A patient had been admitted to a crumbling part of the hospital, "but everyone was so good to me there that the bricks and mortar did not matter in the least. I remember only the care; the kindness of the staff".

Art as a way of knowing

Trevor Pateman on some current theoretical tangles

The Arts: A Way of Knowing. Edited by Malcolm Ross.
Pergamon Press £12.00. 0 08 030180 0
Art in the Age of Mass Media. John A Walker
Pluto Press £4.95. 086104 7184.

What do teachers of the arts want? A larger or, at least, more secure place in the curriculum and rather more recognition of the value of what they are doing – a fair share of capitation, no offsite exiles, support for in-service work, less philistinism in the staffroom. Of course not all schools do badly by the arts subjects; some do very well, some do their worst. It is this variability in standards of provision which best indicates that the arts have a low status in the education system, that they depend too much on the chance patronage of individual headteachers and the political talents of individual arts' teachers. Unlike, say, mathematics, the arts in schools (except English) don't have a right to thrive, either as creative or appreciative disciplines. In these grim times that means – as the Gulbenkian Foundation's report *The Arts in Schools* (1982) opens by saying – that "existing levels of provision for the arts are actually being threatened".

Arts teachers and their supporters respond to this perception of their situation by banding together to stress what dance, drama and drawing have in common, and by acting on the belief that their way forward is intimately bound up with developing the philosophy of arts teaching. There is probably more philosophizing about the teaching of arts subjects than about the rest of the curriculum put together, and *The Arts: A Way of Knowing* is the latest addition to the literature (and fourth in the series Curriculum Issues in Arts Education, edited by Malcolm Ross, President of the newly-formed National Association for Education in the Arts).

I am not sure that this emphasis on philosophizing about the arts is entirely well placed but what, to begin with, do the philosophers of the arts in education claim? That in art individuals can find forms for expressing and responding to the expression of human feeling; that their ability to do so is not just a matter of skill, but of sensitivity; that what is expressed cannot be translated without residue into propositional form; and consequently that, in producing and appreciating works of art, we can make use of another way of knowing ourselves and others from that afforded by technique and science. In *The Arts: A Way of Knowing*, Louis Arnaud Reid (the grand old man of British philosophy of arts education) develops this account most explicitly: "the aesthetic apprehension of art is through felt cognition or cognitive feeling". Other currently influential educationists (Peter Abbs, Malcolm Ross, Robert Witkin) argue along similar lines.

The idea of art as a sensitive way of knowing has much to be said for it though, arguably, it understimates the extent to which aesthetic response is to formal properties of art works and, connectedly, it trades on the ambiguity of words like "sensitivity": from one approach, sensitivity always appears to be a good thing; from another, sadists are certainly sensitive to the pain they inflict, else they would not enjoy themselves. These possible objections aside, it can also be said that the Way of Knowing argument for art has been less developed than it could be. For example, the argument for the cognitive character of art making and aesthetic experience does not appear to lead its proponents to explore what is happening in contemporary cognitive psychology, which stresses the cognitive character of *everything*. Instead, the "psychology" we get here is of the Mills and Boon variety practised by H J Eysenck, a fantasy written to a formula – in the present instance, the formula is a "Visual Aesthetic Sensitivity Test" and the fantasy is the idea that the test can demonstrate the innateness of a sense of form. It may well be that the sense of form is innate, but the test doesn't show it or even make it probable. It is an understatement to say that Eysenck is not where it's at in psychology, and I wonder what Ross thinks he is doing further diffusing this stuff, which has been appearing on and off since 1940. If it's about the Assessment of Aesthetic Performance, then it must be said that this has nothing to do with devising an AQ (Aesthetic Quotient) test, and everything to do with dialogue about individual works.

To return to the philosophers, they have not paid adequate attention either to the part played in making an art-whig it is by its matter (pigment, sound and silence, movement, etc) or by the symbolic inscription of that matter, for example, according to particular artistic conventions. Taking the latter, philosophy of art would then connect to the semiotics of art as practised by the Russian Formalists, Prague School Structuralists, Ernst Cassirer, Susanne Langer, and so on. In the Ross volume, none of these positions or persons get serious attention; Edmund Leach's romp around anthropological structuralism certainly doesn't discharge the obligation to connect to semiotics; in his views on art, Leach doesn't get beyond a brief restatement of what is in effect Viktor Shklovsky's 1917 claim that art makes the familiar strange (and Arnaud Reid defines the aesthetic attitude as Roman Jakobson defined the poetic function in the 1920s, as attention to the form of the message rather than its content).

Finally, the philosophers really are too far away from the contemporary practice of the arts outside of school and those who write about that practice: no contributor to the Ross volume, for example, mentions a Booker Prize winner, a contemporary film-maker, the most-widely read author on art and society, the author of *Another Way of Telling*: none of them mention John Berger. What's at work here is the same kind of provincialism and academicism which also led to his omisson from the *New Pelican Guide to English Literature, Volume 8, The Present* (see K G Mathieson's review, *TES* November 18, 1983). Compare this with the admirable cosmopolitanism of Denis Donoghue's Reith Lectures, *The Arts Without Mystery* (1983).

This is where my doubts begin about the recourse to the philosophy of the arts in education as a strategy for arts teachers. For the problems arts teachers face, with pupils and colleagues and officialdom, stem not so much from lack of a coherent account of the nature of art as from the real world predicament of the arts, of art-making and art appreciation to which John Berger has, among others and among other things, addressed himself. It is surely that predicament in which everyone lives, whether sensitive or insensitive to the arts. What is this predicament? It is partly an evaluative one, in a practical rather that contemplative sense. Video nasties are forms for the expression of human feelings, and they undoubtedly arouse feeling and stimulate the imagination in cognitive ways. In contrast, Mark Rothko's later works explore disturbing emotions, but they are not nasty and they don't have much of an audience (you'll find some in The Tate and a discussion in Peter Fuller's *Art and Psychoanalysis* [Writers and Readers]).

That easy contrast made, there is the more awkward question of why Robert Mapplethorpe's photographs of sado-masochism belong in the Institute of Contemporary Arts and page three of the *Sun* doesn't.

There are, of course, many distinctions both philosophical and practical to be made in arguments about these cases; the chief point for present purposes is that the evaluative question is bound up with the question of the actuality and potentiality of "the arts" in an age of mechanical reproduction. Where in music, for example, does art-making and art-appreciation ("sensitive knowing") begin and end? Colin Painter is indirectly addressing this sort of question in his interesting contribution to the Ross volume, concerned with what people hang on their walls and why (Watch out! There's a sociologist of culture about!).

John Walker addresses it directly in his *Art in the Age of Mass Media*. This is boldly presented as a continuation of John Berger's *Ways of Seeing*, and it is agreeable to confirm that the book succeeds in being this. It's lucid, well-documented and argumentative, wearing its socialist convictions on its sleeve. Any sixth-former or art college student on a course from which discussion of controversial issues has not been banned would be informed and stimulated by this book. But then in showing how fine artists have responded in different ways to the mass media, and in illustrating how fine art can be placed at the service of the revolution (or, at least, of community politics), Walker's informativeness doesn't answer those nagging questions of value and, in equating the way forward for the fine arts with their socialist inflection, threatens to foreclose on the exploration of the aesthetic, whatever that mysterious thing is.

In educational contexts especially, providing the arts with a Purpose, whether as community politics or as craft, design and technology, is always to risk losing the experience of the aesthetic dimension, especially in so far as that dimension is akin to play. Three-year-olds don't need a purpose for their art; too many 13-year-olds think they do; a belief in which they are encouraged by all the Gradgrinds of Right and Left. In such a situation, what arts educators really need is the confidence to yawn at Gradgrind's speeches.

Faithless and fearful

When Will Ye Be Wise? The State of the Church of England. Edited by Anthony Kilmister.
Blond and Briggs £12.95. 0 85634 146 0

The Old Testament doesn't pull its punches. "Ye fools, when will ye be wise?" cries the psalm that furnishes Mr Kilmister with the title of this book. If Mr Kilmister trusts Christian compassion refrains from throwing the whole quote at his readers in one of his polemical chapters, he is disappointed.

The *cri de coeur* of the title is to those who run the Church of England today, because to many a disillusioned commentator it appears to be running in several directions – all wrong ones. So much so that Bishop Stephen Neill starts off this collection of 15 essays by calling his own "The Church of England: has it a future?" Other chapter headings include "Establishment run riot", "Machiavelli and the sacred ministry" and "Do we want a national church?".

The [illegible] of the writers in the spectrum of [illegible] is [illegible]. The [illegible] of [illegible] is [illegible] finding itself left behind by change belatedly scampering hither and thither trying to find a new role. As so often with the insecure, frantic innovation is resorted to and the fear of being not "with it" has led to a re-writing of the Book of Common Prayer incomparable in banality since a well-meaning Liverpool curate translated the Synoptic Gospels into Scouse; and a fear of not being "with them" to a theatrical outstretch of the hands towards the other Christian churches as though we were all limbering up for Auld Lang Syne.

At the same time the C of E has felt it should be seen taking a stance on every contemporary issued from abortion to nuclear warfare and indeed has, without taking an uncompromising stance on a single one. This is left to minority groups within the Church, like the Christian pacifists. But in a withering look at their biblical literalism, T E Utley observes: "We may be told that it is our duty to turn the other cheek but we are not in any way guaranteed that it will not be smitten".

Several writers note that [illegible] significant changes has been the loosening of control which England traditionally held over her Church. "The Church's affairs are now almost entirely in the pure hands of bishops, clergy and elected laymen" observes C H Sisson, the poet. Yet this has not led to the religious character of the Church's utterances being strengthened. "What is most remarkable about the kind of social teaching preferred by the more articulate sections of the clergy in Britain is that it has no distinctively Christian character at all," observes Utley.

Dr Roger Homan, a sociologist, describes the machiavellian manipulations of the clergy, in turn leaned on by their bishops, to push the parish where it doesn't want to go. And Peter Mullen, a country vicar, sets out the dangers of Charismatic carryings-on, an exotic area predictably to bloom when main line faith falters.

Mr Kilmister has produced a disturbing book, essential reading for every Anglican, significant for every English man or woman. Perhaps the "we" of his title are not foolish, fast faithless and fearful [illegible]

Ben Lucas

Going public

Forty Minutes: Educating Michael
BBC2 March 1.
TV Eye.
ITV March 1.

Eleven-year-old Michael, son of a Barrow shipyard worker, had always wanted to go to public school. In BBC 2's *Forty Minutes* programme on the assisted places scheme last week his mum told us why: "You see, he's read these books like Goodbye Mr Chips and various Enid Blyton books and he fell in love with it."

She's right, of course. The most effective propaganda isn't a Neil Kinnock speech or an HMI report. It's a dashing good adventure story, or a novel that can make you laugh and cry, and the state system has failed dismally to produce its own propaganda. No tipping yarns that a nine-year-old can curl up in bed with.

Even when Michael comes home at half term and entertains his brothers and sisters with the story of a classmate who had run away and threatened suicide because he was homesick, it produced a nervous laugh around the tea table as though it was another piece of schoolboy fiction. Anyway it was a small price to pay for the relief of being spared the local comprehensive. As one of the APS beneficiaries put it in the programme: "I'd have got a terrible education if I hadn't come here."

Why? Well, we weren't told. Apart from a few references to book shortages in the state system, the assumption that the private sector was inherently better than its state counterpart underlay the government's original decision to launch the scheme in 1979. And they never explained why either.

Michael Light at St Bees School, Cumbria

But if *Forty Minutes* did not address itself to the merits or otherwise of the scheme, the upheaval that could occur for Michael and others with a future Labour government pledged to repeal it, and the curiousness of ministers in charge of the state system tacitly, indeed implicitly, admitting that it cannot cope with bright children, the programme did at least give a splendid record of a young child's first term at boarding school.

Certainly the staff at £4,000 a year St Bees in Cumbria seemed to take a special pride in their assisted places pupils and devote a good deal of care and attention to them. It would be fascinating to see how Michael has fared in five years time, not only academically but also in his relationship with his family. I, for one, have yet to be convinced that the best way of loving one's children and helping them to grow up into good citizens is to send them away for 30 weeks of the year.

Wherever Mr Chips might have taught, one feels it probably wasn't Liverpool. Though the venerable old gentleman had his problems, he was at least certain of his monthly salary cheque. The teachers of Liverpool are not.

TV Eye's coverage last Thursday of the local council's confrontation with the government and their determination to present an illegal budget failed to provide much enlightenment, because the whole ruling Labour group refused to talk to the programme or to let its cameras into any of their public meetings.

This was a silly decision. The council's argument that it campaigned openly and extremely successfully on a manifesto of increasing rather than cutting services has a certain unremitting logic to it and it was a case that they should have put.

It was interesting that *TV Eye* dwelt on the figure of council deputy leader Derek Hatton. Even though he did not even appear on the programme he was the name on everyone's lips. Young, articulate, good looking, charismatic and militant tendency to boot – he has all the makings of a media bogey man. We'll be hearing more of him.

David Lister

PLR bonus

It all started in 1951 with John Brophy's advocation of what became known as "Brophy's Penny", a sort of royalty for authors based on the borrowings of their books from public libraries.

The campaign continued in varying forms for the next 21 years until the Writers Action Group (WAG) was founded by Brigid Brophy, Maureen Duffy and others for the specific purpose of securing a centrally-funded Public Lending Right scheme. In 1975 WAG merged with the Writers' Guild which, together with the Society of Authors, gave the campaign its considerably larger support.

On February 24, 1984 all those authors who had registered were paid at the rate of 1.02p per borrowing of each of their books from a selected sample of libraries throughout the British Isles. On February 29 at a reception organized by the Writers' Guild, Lord Gowrie, Minister for the Arts, presented six prominent authors (including Brigid Brophy) with their cheques, thus demonstrating that Public Lending Right, long overdue, has now become a reality.

But PLR isn't just about money. It can't be because, thanks to the fixed sum of £2 million allotted by government (a third of which is absorbed by administration costs), the sums involved are still relatively small, as Lord Gowrie himself admitted. It is also about recognition – not only the recognition of a right, but the recognition of authors as a body of people actively communicating with their fellow men and women. They now have proof that their books are being read, even if they are out of print. Most authors have not had this sort of feedback before and it has come as an unexpected psychological bonus.

Ellen West

NAEA
National Association for Education in the Arts
ONE-DAY CONFERENCE:
ASSESSMENT IN THE ARTS
Friday, 27th April, 1984 from 10.30 to 3.30
Jeffery Hall, Institute of Education,
University of London, 20 Bedford Way, London WC1H 0AL
A conference to formulate the Association's response to the Assessment of Performance Unit Report *'Aesthetic Development'*
Chairman: Malcolm Ross, Exeter University School of Education.
Guest Speaker: Professor David Aspin, King's College, University of London.
Panel Includes: R. S. Fowler, H.M.I., Jann Haworth, Artist, Professor Keith Swanwick, London University Institute of Education, Colin Vickerman, Secretary Joint Matriculation Board.
For details of conference and association membership send s.a.e. to:
Peter Stedman, Conference Co-ordinator, Mill Lane, Sheearsby, Leicestershire.

ARTS

Elizabethan throng

Divided Worlds.
Glynne Wickham Studio Theatre, University of Bristol, Department of Drama, February 29.

From the first thrust of the Elizabethan throng in the foyer – "give way, sirrah!" – we are clearly destined for a mingling of divided worlds, that encompassed poetry, masque and pageant, pulpit and scaffold-stage. Actors and observers stood cheek by jowl, beggars and ballad sellers clustered around the Court, and social hierarchies were no sooner defined than overturned. "Where there is no right order, there reigneth all abuse".

This lively evocation of the nine decades between the accession of Elizabeth I and the execution of Charles I drew upon more than 40 sources, literary and documentary, to illustrate varying attitudes to the monarchy, reverent, satirical and republican. "The shining glory of princely authority" was emphasized by lofty projections of contemporary portraits, and the visual and musical effects deployed by these second-year students were as exhuberent as their acting.

The production was designed to attract sixth form audiences with its shocks and surprises, sharp contrasts, rapid transitions, close combat, and highlights of patrician gore. In a chronological miscellany of this sort, there is something to be said for youthful ignorance of the original text. Reminders of the historical context of dramatic experts can be an unwelcome distraction when the Charge of the Lord President against (the real) Charles I is apparently answered by an indignant speech from Richard II (a figment of Shakespeare's imagination) two and a half centuries earlier.

No such pedantic preoccupations muted the enthusiastic applause that greeted this experimental venture which is to be followed by an equally ambitious series of Chekhov productions – three new adaptations of short stories: "Case History," "Ward Six", and "The Grasshopper". March 14 to 17 and *Ivanov*, the first major work that established Chekhov's reputation. March 22 25.

Marion Glastonbury

After Forsyth

Gregory's Girl. By Bill Forsyth.
Beachamp College, Oadby, Leicestershire.

That everyone of course remembers the film could be intimidating to a director. This school production by M J McManus, however, showed no sign of apologizing for itself. It rattled along in a series of short, pithy and entertaining scenes, played by a cast which was always competent and sometimes excellent.

The wisdom of casting Richard Lacy as Gregory was confirmed by the way that the eye went unerringly to him at the start before we knew who he was. Here is a young actor with real understanding of how to communicate with face and gesture. He was supported by a well-produced and entirely charming cast who never forgot that good drama is fun both for the actors and the audience. Pete Sutton, for example, revelled to our delight in his playing of the beautifully observed PE teacher.

The choreography by Lucy Thomas was excellent – how refreshing to see such relaxed and yet impeccably rehearsed ensemble work.

The use of back projected slides deserves a special mention. An obvious enough device in itself, it was here carried out with great artistry and skill. The equipment was sophisticated and reliable – wonder enough in the world of amateur theatre – but above all Paul Burnett's amazingly varied and imaginative photographs were a delight to see and added very significantly to the success of the production. One sequence of Gregory and Dorothy shot in difficult light on a freezing morning was particularly impressive.

This was a good evening out and reinforced once again the wisdom of Leicestershire's commitment to the performing arts.

Gerald Haigh

Welfare work

Engineers of the Imagination. Edited by Tony Coult and Baz Kershaw.
Methuen £5.95. 0 413 52800 6.

Engineers of the Imagination reads rather like the Old Testament. It is a mixture of history, lyrical description, philosophy, prescriptive do's and don'ts and even food laws. And well it might be, for this book, edited by Tony Coult and Baz Kershaw, is subtitled The Welfare State Handbook and gathers together the accumulated wit and wisdom of that most extraordinary community theatre company.

Probably no other group in the world has more experience of devising and presenting large-scale, outdoor promenatory theatre. Equally, there is probably no other book which gives instructions for building giant puppets (really giant puppets, the sort that use a car as a base), triggering explosions, lighting beacon bonfires and carrying processional images. *Engineers of the Imagination* does, together with recipes for simple, large-scale catering and invaluable check-lists of the various legal niceties which have to be gone through before – long before! – an outdoor public event can happen.

Devotees of the company will also find much of interest relating to the Welfare State philosophy and the overall objectives governing its work. But the book is mostly aimed at directors, designers, actors, teachers, and anyone else charged with organizing what used to be called "a happening". As the blurb says, it's a book to get theatre-makers and Copyleft on.

Hugh David

Language talk

Words in Everyday Life. By G L Brook
Macmillan £6.95. 0 333 35276 9

The achievement of this book is its revelation of the endlessly diverse influences that go to make up the distinctive and richness of English as we know it today. It demonstrates how the language reaches back through the centuries, draws from the four corners of the world, absorbs or adapts vocabulary and phrases from the roughest of jobs and most delicate of skills, from every craft and sport, from crime and slang, from the church – notably the Bible and Book of Common Prayer – and the law. It is shown how words change their freedom of their original [illegible] Walter

Celia Gore-Booth in "Enslaved by Dreams"

Ode to Nightingale

Enslaved by Dreams.
Monstrous Regiment, Institute for Contemporary Arts until March 10, then touring.

I thought *Enslaved by Dreams*, about Florence Nightingale, was going to be yet another one of those dramatized biographies in which the central character spouts great gobbets of his or her writings with the occasional pause for a bit of stage narrative.

I'm happy to say that Monstrous Regiment proved me wrong. The play presents us with three Florences. One is young, excitable and unfulfilled, one older and almost self-destructive in her fight to win her Crimean war – against disease, that is, not against the Russians. The third is bedridden, hypochondriacal, yet still forceful in her campaign for health reform.

The play doesn't confer heroic status on Florence Nightingale. In fact, through the interplay of the three characters, as sisters – a clever device which neatly sidesteps the problem of creaky narrative convention – we see Florence's obsessions, regrets and weaknesses exposed. Above all, she believed, women were too much victims of their imaginations and perceptions of themselves: "Dreaming, never accomplishing. Thus women live, too much ashamed of their dreams."

Florence's dreams were of national reform in the area of health and sanitation. Her nightmares were about the death and decay she'd witnessed in the Crimea. The play too is dream like – intriguing and disturbing in turn. The set, depicting Florence's bedroom, is full of anachronistic props – electric lights, ballpoint pens and computer stationery. Throughout the play there are dances – acrobatic ballets with teacups, stately waltzes, and at the end, an Indian whirling-dervish affair, all flying hair and ballooning skirts.

The performances in *Enslaved by Dreams* are sensitive and funny and Chris Bowler's script (with plenty of help from Florence Nightingale's notes and journals) is fresh and challenging. At the end we're left with a new perspective on a character from history who has always seemed rather two dimensional – a sort of saintly Queen Victoria clone. Monstrous Regiment's portrayal is refreshingly (if slightly disturbingly) different.

Nick Baker

For tour details after March 10, telephone 01-247 2398.

Garden party

Brog Puppets.
Leasowes Primary School, Smethwick, West Midlands.

There was poignant irony at the start of "The Magical Garden", in Brog's (Dennis Harkness) question to the young audience, "how many of you like gardening"? A fast dual carriageway roars past the front of the school and the railway at the back, while from every window is a vista of concrete blocks and terraces of flats. But in the school itself the colours and textures of the children's vivid artwork warms the walls, setting the scene for an equally "textured" production by this travelling puppet master.

A genial figure in bright green boots, dungarees and bowler hat, Harkness's slow and quietens the children as they [illegible] focusing their concentration on the play and their part in the plot: passing on essential information from one character to another and doing gardening mimes to help clear an overgrown garden. Afterwards there's a chance to see the workings of the puppet booth and the very ordinary materials from which Judith Harkness's excellent hand and stick figures are made.

The long (one and a quarter hours), running time of the performance cut this section rather too short and some replanning to allow the children more time to satisfy their fascination with the production side would make a more balanced programme.

Ann Fitzgerald

Brog Puppets can be contacted on [illegible]

Black and white sparkle

Playboy of the West Indies. By Mustapha Matura.
Tricycle Theatre.
Boesman and Lena. By Athol Fugard.
Hampstead Theatre.

Mustapha Matura has done John Millington Synge proud. Nine years ago *The Playboy of The Western World*, produced by NT at The Old Vic, induced boredom leaving one wondering at what was supposed to be comic about it. Matura's sparkling adaptation *Play of the West Indies* leaves no doubt: he has refashioned a masterpiece to Synge's and his own credit. For Ireland read Trinidad; for Mayo, Mayaro. Margaret Flaherty becomes Peggy: Christy, Ken; Widow Quin, Mama Benin and so on.

But the changes go deeper than shifting place and altering names. For the black humour of a depressed Irish peasantry we have a warm, sexy humanity of a people who know how to live. Nicholas Kent's beautifully placed Oxford Playhouse production includes two brilliantly comic lively set-pieces: the hilarious jostling for Ken's favours by Mama Benin, Ivy and Alice; the chair-top description of the regatta. Mona Hammond's wonderfully funny Mama Benin; Joy Richardson's energetically erotic Alice; Jim Findley's shyly vulnerable Ken are splendid in an excellent company of black actors doing what no white actors could – superbly.

More superb acting – black and white – in the revival of Athol Fugard's *Boesman and Lena* directed by Clare Davidson. Dermot Hayes' setting, the skeleton of a boat on a gull-raked shore, epitomizes "the backyard of the world" where "the white man's rubbish" (material and human) is thrown. Boesman and Lena, two Cape-coloureds, have been bulldozed out of their pondock-shack by government order; one more forced eviction, another trek. "A mongrel and his bitch", their relationship is based on violence and need: his to have someone on whom to satisfy his machismo, hers to be noticed. He torments, she endures; she taunts, he explodes and batters a "kaffir" already dead.

It sounds horribly depressing yet one leaves the theatre exhilarated, loving people more. Fugard's writing is one reason why; his artistic sureness in showing that even the bully has poetry in him; his introduction of a man even more untouchable to excite pity and love. Another reason is the fine acting of Tommy Buson as "kaffir" Oute, Stuart Wilson as Boesman and, especially, Janet Suzman as Lena. Acting against type, her looks and natural superiority inviting initial disbelief, she works with such profound commitment and seering truth that it is almost unbearably moving to watch her. That "coloureds" are played by "whites" underlines the inhuman stupidity of the labelling. A good play, well directed, marvellously acted.

John James

Among this week's contributors;

Susan Lloyd's new edition of *Roget's Thesaurus*, first published by Longman in 1982, is to be published by Penguin in April

Dr Trevor Pateman directs an MA course in Language, the Arts and Education at Sussex University

Gillian Peele is Fellow and Tutor in Politics at Lady Margaret Hall, Oxford

Next week

Fiction in focus: Brian Morton on Elizabeth Bowen, Kenny Mathieson on Philip Roth and Barry Cole on William Golding

BOOKS

A sense of freedom

Dimensions of Tolerance: What Americans Believe About Civil Liberties. By Herbert McCloskey and Alida Brill.
Harper & Row £25.50. 0 87154 591 8.

The recent controversy over the General Communications Head Quarters at Cheltenham underlines the extent to which any democratic political system may suddenly be posed with difficult questions about civil liberties. In that instance the question was not merely the extent to which civil servants enjoy the right to form trade unions and to engage in industrial action but also the extent to which a free political system should limit certain freedoms if their exercise could endanger the overall safety of the whole society. The British polity in many ways is ill equipped to handle these questions since the approach to civil liberties and individual freedoms has been a very pragmatic one and the courts, in the absence of any broad statement of principles, have adopted a similarly cautious and case by case method of dealing with such conflicts.

In the United States, by contrast, the existence of a written constitution which makes elaborate provision for the protection of individual rights, and the determination of the judiciary to make those rights effective, make the formal constitutional position very different. Yet how far, it may be asked, has the Supreme Court's handling of such contentious issues as the claim by Nazis that they have the right to march in Jewish suburbs of Chicago or the suggestion that suspects should be provided both with elaborate procedural protections and with government-funded lawyers, found acceptance among the wider American public? Herbert McCloskey and Alida Brill, in this wide-ranging study examine the attitudes underlying the courts' pronouncements on such matters as freedom of speech and freedom of the press, symbolic speech and conduct, freedom of assembly and of religion and the various issues associated with privacy and lifestyle. Their discussion – which is based on two extensive surveys conducted in 1976–77 and in 1978–79 – offer a fascinating insight into how comprehensively the values of tolerance and concern for civil liberties are understood. What emerges is just how fragile the support for certain kinds of freedom really is even in a society such as the US.

One reason why it is vital to combine an appreciation of public opinion with what judicial and other governmental authorities decide in relation to civil liberties, is that the threats to personal and political freedom in the US as elsewhere can be traced as often to the informal tyranny of majority preferences as to formal governmental action. In the opinion of McCloskey and Brill, the "many forms of intimidation and human oppression" are as likely to be found "at the level of the neighbourhood, the community and the reference group" as in the political arena. And they correctly point out that men and women often "pay more attention to opinions of their peers and neighbours than they do to the attitudes and potential actions of their rulers" so that these pressures for the average citizen are all the more immediate and pervasive.

McCloskey and Brill are insistent that tolerance results from a learning process. It is likely to be affected by such factors as education as well, of course, as the general milieu in which an individual spends his early years. Elites in any society, except where they are part of a distinct sub-culture such as the hard right or the hard left, are likely to absorb the values of tolerance more easily than the general population. Partly this is because, as McCloskey and Brill point out, "libertarian norms are difficult to learn". Partly it is because the elite – those who are most likely to play an active part in the country's social and political life – are more likely to be aware of the discussions and controversies which attempt to reconcile problems in this field.

It is in this sense that the US has an enormously valuable instrument of political education in the Supreme Court. Through the court's opinions that body can encourage support for values such as the various due process rights which might otherwise not command popular endorsement. One of the chief arguments, indeed, of those who advocate the adoption of some form of bill of rights for the UK is that such a statement of basic liberties could be used by the British courts, not merely to offer additional specific protections to British citizens, but as a way of educating the population in the practical meaning of the country's commitment to human rights. For those who see such arguments as academic, the recent experience of British violations of the conventions should at least cause reflection on whether we can long afford to indulge in the insular arrogance which has kept us from incorporating the convention on human rights into British law.

Commitment to support civil liberties in the abstract is not of course any guarantee that an individual freedom will gain approval in any specific situation where it is put to the test. Indeed one of the general findings from the survey data used by the authors is the way in which, across a whole range of issues, a respondent's general support for a freedom such as that of speech declines when the respondents find it used or "abused" to advocate unpalatable or offensive views. The ideals of Jefferson, Madison and Mill may be inspiring in theory; but the ability to internalize those sages' tolerant scepticism is distinctly limited.

Ultimately this is a book which could be used as a teaching aid in a number of contexts and, although based on American data, its relevance is not confined to the US. And it is an invaluable supplement to our knowledge of the social bases of democratic and libertarian values. It would be unkind to suggest that a free copy should be sent to the Foreign Secretary but it would certainly benefit Mrs Mary Whitehouse. It could also be a useful preparation for Britain's next appearance at Strasbourg.

Gillian Peele

"Heading South", 1934, from Walker Evans At Work – a fascinating collection of 745 photographs which reveal how this American artist altered what he recorded to achieve the desired image. Thames and Hudson £7.95.

lingo

Euphemisms

The words we now use to describe people who depart in some way from the physical or mental norm might suggest that our society is indeed becoming a more caring one. For instance, instead of using nouns, such as "cripple", which suggests this is all one needs to know about someone, we tend to use adjectives, implying that their handicap is just part of a person's make-up: "physically/visually/mentally handicapped". Negatived positives have replaced the old, blunter terms: "non-" or "partially sighted", "hard of hearing", "speech impaired", and these can also convey degrees of disability.

The same trend is seen with references to mental handicap. The old terms "idiot", "moron", "imbecile", "mongol", none of which were meant to be derogatory, have all been discredited by their use as taunts. The solution here is to use medical terminology: "Down's syndrome" "thyroid deficiency", and so on. This sounds more objective and authoritative, and stresses the physical origin of mental handicap, so making it more acceptable. The negatived positive is used too: "slow learners", "less able" or "educationally subnormal". The tactfulness of the latter is lost by abbreviating it to "ESN", which is rapidly going the way of "idiot".

This is because euphemisms, once shown up for what they are, quickly degenerate into pejorative labels of the very kind they were intended to replace. The same is happening with "educationally subnormal" itself, now avoided in educational circles. The current favourite is "children with special needs". How long will that last?

But not all our euphemisms show society in a favourable light. Some make excuses for antisocial behaviour: people are "maladjusted" rather than "criminally inclined", or they are said to act that way because they happen to be "disadvantaged" or "underprivileged" – "deprived" rather than "depraved", as they say in *West Side Story*.

Young people come off particularly lightly: if they commit a crime, they are simply "young offenders": if they play truant, they are "school refusers", a term which implies they have a choice, and if they leave school without reaching their full potential through truancy or laziness, they are labelled "underachievers", which implies no blame.

Age inspires less understanding and so requires euphemisms of another kind: "Elderly" is less blunt than "old". "Senior citizens" attempts to confer dignity and prestige, but sounds patronizing, because of its Latin origins. "Over-sixties" is a no-nonsense term much in favour for social clubs, while "old folks" has a cosy image. "Retired people" is better than "pensioners", as it suggests a well-earned rest rather than reliance on the State.

Unemployment, like old age, is also becoming something many of us cannot avoid, and sympathetic euphemisms have been found for it. The negative "unemployed" is often replaced by "jobless", stressing the lack of work available. "Unwaged" is even better, pointing out the absence of payment which is the nub of the matter.

Susan Lloyd

More euphemisms next week.

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Parallel worlds

Collected Poems. By Wallace Stevens. Faber £4.95. 0 571 13214 6.

"What, Wally a poet!" Wallace Stevens' colleagues at the Hartford Accident and Indemnity Company were startled to learn of their vice president's literary prominence. In both his worlds – insurance and poetry – Stevens was an isolated and unforthcoming figure: ill at ease in literary circles; politely resistant to others' work; walking lonely miles to and from the office in a car-dominated and obsessively convivial society.

Stevens insisted that he cultivated both his careers with equal and wholeminded concentration. Yet, acknowledging his success at both tends to imply a sharp separation between them. This is mistaken. As a poet, Stevens was an amateur and an escapist in the better sense of both words. The subject of his curiously detached verse was always the relationship between reality (the harsh contingencies that cross an insurance executive's desk) and the imagination. If insurance tends to reduce individuals to statistics, circumstances, actuarial projections, Stevens' poetry is strikingly depopulated. Emptiness, isolation and physical space are great American themes. Stevens' job reinforced an existing literary subject.

For Stevens, the imagination was neither a process nor a state but another place, inhabited only by the poetic self. Poetry, the imagination generally, was not transcendent, an overcoming of earthly concerns, but an alternative to them, an escape into a parallel world. "Life is an affair of people not of places. But for me life is an affair of places and that is the trouble." Stevens was an armchair traveller – "I survive on postcards from Europe" – and like Doumier Rousseau's his idea of foreignness was framed in deliberate contrast to his everyday surroundings. The semi-tropical and equatorial lands obsessed him and fuelled his complicated colour symbolism: red, green, black, the white of negation and death (typically American), with blue, for the imagination, overarching all like the sky.

His poetry has been described, with only a partial grasp of the paradox, as "lyrical meditation". At one extreme it is playful, brash, full of sounds, bird-cries, coinages and strange names (ephebe, mundo, Hoon, Ha-ée-me); at the other, measured, discursive and magisterial, almost as if theorizing about itself. One of Stevens' most characteristic tricks is to give his most opaquely playful poems the most discursive and (apparently) explanatory titles: "Poetry is a Destructive Force", "The Search for Sound Free from Motion", "Not Ideas About the Things but the Thing Itself". Other poems pose as Impressionist images or genre paintings: "Gray Stones and Gray Pigeons", "Angel Surrounded by Paysans",

Stevens' first collection, *Harmonium*, was published in 1923. Such was the consistency and continuity of his output that he considered calling the first edition of the *Collected Poems* (published, a year before his death, in 1954) "The Whole of Harmonium". There is always a slight feeling of overload in any collected or complete edition; with Stevens, the switching of styles and the insistency of his concerns can become irksome; few poets gain more from being excerpted.

Stevens' very best poems, "Sunday Morning", "The Man With the Blue Guitar", "Esthétique du Mal", "An Ordinary Evening in New Haven", are those in which the balance of sound and sense, expression and meaning, is most completely achieved. Stevens' keyword became "fiction": "we could no longer really believe in anything unless we recognized it as a fiction". For someone for whom imagination was the supreme reality, this was the vital recognition and restored the "missing" element in the work and in Stevens' poetic personality. For the imagination is the quintessential human attribute, the one that separates us from the physical world of accident, chance, growth and death that Stevens tackled at his desk.

His closest attempt at an aesthetic credo came in his long poem of 1942 "Notes Toward a Supreme Fiction". Its three sections were called "*It Must be Abstract*", "*It Must Change*", "*It Must Give Pleasure*". Later, Stevens was to say that there was a missing fourth section "*It Must Be Human*". Whether that was a recognition of failure or another attempt to pull tight a unifying thread to his work will remain a point of issue.

Brian Morton

Task master

Cowper's Task: Structure and Influence. By Martin Priestman. Cambridge University Press £19.50. 0521 23643 6.

The Poetry of William Cowper. By Bill Hutchings. Croom Helm £12.95. 0 7099 1249 8.

The poet Cowper wrote:

> When some hypothesis absurd and vain
> Has filled with all its fumes a critic's brain,
> The text that sorts not with his darling whim,
> Though plain to others is obsure to him.

Two thoroughly professional critics address the poet, once enormously popular, whose works are now difficult to find. Dr Priestman takes a radical line, arguing that Cowper needs the reader "as hostile critic as punchbag . . . resorting to insults to get his point across".

The Task is a rambling poem which starts with furniture as emblem of advancing civilization, goes on to discuss social corruption and the role of the clergy, how to grow cucumbers, and the comforts of home life, in Miltonic blank verse. Jane Austen loved it: for years the poem gave simple enjoyment to many. T S Grimshawe, editing Cowper in 1849, found the "poem of such infinite variety that it seems to include every subject and every style without any violation of harmony and order . . ." Forgotten now except by the learned, its influence is diffused: it is "full of quotations".

Dr Priestman's is the first full-length analysis. Wordsworth described the poem as a "composite of idyll, didactic poem and philosophical satire". Dr Priestman asks, wisely, why does the poem keep changing direction? What is "the Task"? He finds in the poem's abrupt transitions a certain "cock-eyed consistency" and concludes that the cucumbers are the key image of the poem itself, which is, like vegetables, produced with difficult labour to be exposed in the market-place. This reading is more convincing than Blom's, in which the cucumbers are emblem of the Christian soul. Dr Priestman's argument becomes speculative, though, when he writes that John Gilpin's horse is Cowper's Pegasus, the inspiration which impels him forward, but which he may not be able to control.

Bill Hutchings's scrupulous, useful introductory book sets the poems in their context of Latinity and Christianity. He valuably reminds us that Cowper's recurrent image of the "castaway" comes from St Paul – a scholarly fact worth pages of critical speculation.

Valerie Grosvenor Myer

Pairshape

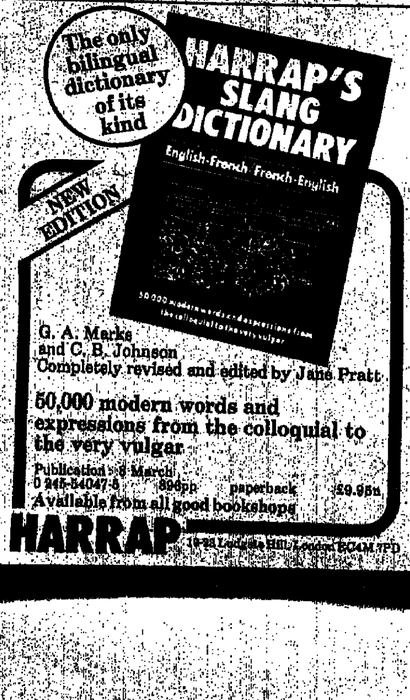
Three Literary Friendships. By John Lehmann. Quartet Books £8.95. 0 7043 2370 2

John Lehmann has had the idea of delineating three friendships between "modern" writers which he thinks played a vital – or at least fascinating – part in the dust of their work.

The chosen pairs are Byron and Shelley, Verlaine and Rimbaud, Frost and Edward Thomas – and if you can't see much that they have in common you would be right. Mr Lehmann treats each friendship as a little story in itself, attempting no illuminating comparisons or contrasts across his chapter divisions, and offering no philosophy about poetic friendship that might be tested by reference to say Wordsworth and Coleridge, Clough and Arnold, Eliot and Pound.

In a similar, incurious way he makes few probes into the particular instances that he has chosen. His account is heavily biographical (large chunks of Trelawny are quoted in the Byron/Shelley bit; we rush confusingly round France and England with those intense Frenchmen) . . . and although Mr Lehmann is clearly sympathetic to the masterpieces that were encouraged by the relationships, the tone of his discourse nowhere matches the potential of his theme.

Brian Alderson



Seeking the common miracle

Pure mystical verse would, I suppose, consist of little more than the opening of the Igjulik Eskimo shaman Aua's first spirit song: "Joy, joy, joy, joy!" Aua told Knud Rasmussen, "These words I would keep on repeating, until I burst into tears, overwhelmed by a great dread; then I would tremble all over, crying only: "Ah-a-a-a-a, joy, joy! Now I will go home, joy, joy!"

Nothing in I M Cohen's **Rider Book of Mystical Verse** (Hutchinson £8.95 and £5.95) comes as close to extinguishing itself as that. The journey from, as Attar puts it in "The Parliament of Birds" "*Seeing* into *Being*", is a long and hard one. The essential drift of most of these poems is the need to conquer desire, to prevent "the expense of spirit in a waste of shame". As Blake puts it, "The Sexes sprung from Shame and Pride". Though "some weigh their pleasure by their lust", writes Sir Edmund Dyer, "all the pleasure lust I find / Is to maintain a quiet mind". Not many strain Dyer's supreme self-satisfaction; the solution of most of Cohen's poets is, like Donne, to translate their carnal energies into spiritual terms. The result is a fascinating book with a centre of troubled eroticism. Cohen's choices illuminate both the variety and the unity of the great religious traditions on which he mostly draws; his own translations from the Spanish are particularly welcome.

Many readers will perhaps share the distrust voiced by Gavin Ewart in Julian Symons's varied and enjoyable Arts Council anthology New Poetry 9 (Hutchinson £7.95) of the "mumbo-jumbo" of "mystic music, shaman shouts". No area of writing to encourage vacuous posturing. Yet as Cohen's anthology proves, true *Being* comes only from true *Seeing*, and that entails looking very hard at the world we live in and seeking illumination not as a special dispensation but as, in Richard Burns's phrase, "only the common miracle". Burns's triumphant *Avebury* (Anvil Press 1978) earthed his mysticism in meditation on places. His new pamphlet **Black Light: poems in memory of George Seferis** (Los Poetry Press £1.20) focuses intently on the imagery accruing round the notion of "darkness within light" throughout Seferis's work, especially in *The Thrush*. The result is a homage to Seferis which also has independent life, as the intricate record of the poet's attempt to follow the advice, "Construct your world out of daylight".

Interviewed in **The Poetry of Dannie Abse: Critical Essays and Reminiscences** (edited by Joseph Cohen, Robson Books £8.95), Abse relates a curious anecdote relevant here: "One afternoon I was walking with Ted Hughes and the Israeli poet, Yehuda Amichai, in Jerusalem not far from the mosque, the Dome of the Rock. Suddenly without warning, Ted deliberately flung himself on to the ground. He lay horizontal, all six foot of him, his arms outstretched, face down, as he stared through a grille into blackness. And he, cropped softly, Blackness, blackness. He was just assing around, but it seemed to me almost – for he was so intense – as if he was trying to summon blackness up through that hole. At last he rose and noticed, on his hands, the marks the iron grille had made. He held them up to us delighted – for on his hands were the sign of the stigmata."

Both Abse's admiration and his scepticism of Hughes here are central to his poetic stance, a stance explored most successfully in this rather overgenerous celebratory volume by Jeremy Hooker, in his essay "Poet of an Uncommon Reality". Hooker comes closest to what many of the contributors attempt, an understanding of the symbiosis between Abse the poet and Abse the doctor. As Abse himself puts it, "I'm not two people".

Another contributor to the Abse book, Alan Brownjohn, has recently published his own **Collected Poems 1952-83** (Secker & Warburg £8.95). Like Abse, he tempers compassion with irony. Brownjohn is a man too wary of being a sozzled creature" to seek mystical oblivion. His work is approachable, attractive, enjoyable, unambitious.

Michael Schmidt's anthology **Some Contemporary Poets of Britain and Ireland** (Carcanet Press £9.95 and £4.50) is a straightforward rival to **The Penguin Book of Contemporary British Poetry** (Penguin £2.25), and though he pours scorn on Morrison and Motion's introduction to that book, his choices are similar: Scupham, Harrison, Mahon, Wainwright, Fenton, Paulin and Motion are common to both anthologies. Schmidt does find welcome room, though, for the deeply felt response to landscape of Jeremy Hooker and Gillian Clarke. In general, the poetry he chooses is intelligent and accomplished, but somehow lacking in passion and simplicity. His own work, in **Choosing a Guest: New and Selected Poems** (Anvil Press Poetry £5.95) is similarly marred, though it powerfully shows a genuine religious sensibility struggling to order a random world.

A poem translated and adapted by Abse from the Hebrew of Amir Gilboa demonstrates both why the poet's task, to purify the language of the tribe, increases in importance as we move firmly into the age of double-speak, and, by comparison, how the sophisticated literary self-consciousness of so many of our contemporary poets makes them evade the reality they seek to confront:

> They held up a stone.
> I said, "Stone."
> Smiling they said, "Stone."
> They showed me a tree.
> I said, "Tree."
> Smiling they said, "Tree."
> They shed a man's blood.
> I said, "Blood."
> Smiling they said, "Paint."
> They shed a man's blood.
> I said, "Blood."
> Smiling they said, "Paint."

Neil Philip

Classic facts

The Greek World 479–323 BC. By Simon Hornblower. Methuen £5.95. 0 416 75000 1.

Oxford Readings in Greek Tragedy. Edited by Erich Segal. Oxford £7.95. 0 19 872110 2.

Aristotle and Xenophon on Democracy and Oligarchy. By J M Moore. Chatto & Windus £3.95. 0 7011 2703 1.

Plato. By J C B Gosling. Routledge & Kegan Paul £4.95. 0 7102 0018 8.

Suetonius. By Andrew Wallace-Hendrill. Duckworth £19.50. 0 7156 1747 8.

Josephus. By Tessa Rajak. Duckworth £19.50. 0 7156 1502 5.

Three Archaic Poets. By Anne Pippin Burnett. Duckworth £24.00. 0 7156 1694 3.

Classics teachers, one supposes, are on the whole a relatively highly-qualified, enthusiastic and committed segment of the profession. At university they have eagerly pursued new trends in scholarship, read up the latest articles in learned journals, laid down hard cash for ground-breaking editions of familiar texts and (no less significantly) hero-worshipped a Fraenkel or a Page, a Diggle or a Dawe. But do they keep up with developments in their subject in later years? One begs leave to doubt it. And this in spite of the fact that (as I, at least, am convinced) better work is being done in the classics today than ever before, and that issues central even in school curricula are being reassessed in ways which it is dangerous to ignore.

In Greek history, for example, we have never been short of "annalistic" works (like Bury and Meiggs) which record the events of each year, or of moralizing, rhetorical histories which fit these facts together into a mossic, the theme of which purports to be something like "the greatness of Periclean Athens". Where real progress has been made in recent years, on the other hand, is in the area of historical causation. This has had two main effects: first, to clear away a mass of received ideas which were not the better for having been parroted generation after generation (and what teacher can with a clear conscience inculcate "facts" which are not and have never been facts?); and second, to make the subject more vital, since the mind delights much less in assimilating facts than in finding or forging links between them.

Let us therefore open up our bookcupboards and find room in them for Simon Hornblower's *The Greek World 479–323 BC*, a marvellously compact and reasonably-priced book which will nevertheless provide conscientious readers with food for thought for years to come. It is nothing if not up-to-date – so much so that would be worth having for its bibliographies alone – treating fourth century history as all of a piece with fifth, Corinth and Cyrene as no less elements in the Greek world than Athens and Sparta, epigraphy and numismatics as essential supplements to formal historiography; and (*caveat emptor*) treating the reader as being as clear-headed and well-informed as the author is himself.

It is unlikely that the reader of Hornblower's book will have been able to consult P J Rhodes' very expensive commentary on Aristotle's *Athenaion Politeia*; luckily, J M Moore, in his new edition of *Aristotle and Xenophon on Democracy and Oligarchy*, which consists of translations of and commentaries on all the ancient *politeiai* (namely those of Aristotle, Xenophon, the "Old Oligarch" and the Oxyrrhynchus historian), has done, thus making his book even more useful to teachers, particularly of classical civilization, than before.

Some of the best work on Greek tragedy tends to be published in learned journals, and there will always be a ready market for books which, like *Oxford Readings in Greek Tragedy*, collect the best of these in an accessible form. There are many familiar pieces in Segal's anthology, including chapters from the well-known books of Whitman, Conacher and (a brilliant and challenging essay this) Taplin. One might pick out Lloyd-Jones on "The Guilt of Agamemnon", Easterling on "Character in Sophocles", Dodds on the *Oedipus Rex* and Schlesinger on the *Medea* as being the most obviously useful; some others are disappointingly feeble.

Plato, by J C B Gosling, is a beautiful, substantial and remarkably expensive book which can be recommended to anyone interested in the argument (especially of Book 1) of the *Republic*, not on a purely scholarly level, nor yet as an inadequate adumbration of modern Anglo-American philosophy, but as a serious attempt to answer a real moral question.

One does not often have an opportunity to teach Suetonius, Josephus or the poetry of Archilochus, Alcaeus and Sappho, but one must still pay homage to Duckworth for continuing to publish books of this excellence in a world on which they will make less impact than they ought. Those on the two historians are accessible to nonclassicists, and their examination of their lives; the societies in which they lived them, and the influence these had on their works makes fascinating reading even for novices in these fields.

Anne Pippin Burnett deals with all the major fragments of her *Three Archaic Poets*: her commentary on them is eloquent and informative, if sometimes fanciful and over-wordy, and on some pieces (like the Cologne papyrus of Archilochus) especially useful because unique.

Keith McCulloch

Behind the lines

The Government and Politics of France (Second edition). By Vincent Wright. Hutchinson University Library £5.95. (0 152 2714

Governing France, the One and Indivisible Republic (Second Edition). By J E S Hayward. Weidenfeld and Nicolson £16.50 & £7.95 297 78235 5. 78243 6

Just as the world divides into those who believe they are looking at a glass which is half empty and those who see it as half full, so observers of French politics divide into the pessimists who see its government and constitution as inherently fragile, and the optimists who believe in the essential robustness of a society which lives at closer quarters with conflict than those of us more used to what Wright calls "the obsessive and stultifying search for consensus which characterizes executive government in Great Britain."

If the French Left continues to lose support the fragility-robustness ratio could well be put to the test. The constitution of the Fifth Republic is ambiguous about where sovereign power would lie if the president and the national assembly were drawn from different sides of the political fence.

The present context gives an added topicality to these two books on the government and politics of France, the original editions of which have been well-thumbed by tutors and students in recent years. The new editions, carrying the story up to the first months of left-wing government can confidently expect the same sort of treatment.

Wright, concentrating on the Fifth Republic, offers empirical observation of France in the best sense. He has a sharp eye for day to day change and a conviction that there is an untidy reality which ought not be lost sight of, whatever the temptation to follow a French lead and theorize. At the same time he produces a masterly synthesis of the different strands in academic and political debate. It is a book to be recommended to anyone wanting to see behind the headlines on French government and politics.

Jack Hayward takes a longer historical sweep and a more literary and sociological look at French politics and administration, which brings him to the conclusion that the left's victory has affected most areas of government. His book is more complex and more judgmental than Wright's: good for stimulating discussion.

Annie Corbett

"The Synagogue" by Max Beckmann (1919). From Dr Wolf-Dieter Dube's authoritative, superbly illustrated but shockingly expensive history of an original and important twentieth century art movement – Expressionists and Expressionism (Skira Macmillan £65.00).

CHILDREN'S LITERATURE

Staying power

Magic in Ravenswood. By Nigel Osner Heinemann £5.95. 0 907179 20 7

The Ogopogo. By Harry Horse. Macdonald £4.50. 0 863 34016 4

The Clever Princess. By Diana Coles Sheba Feminist Publishers £2.50. 0 907179 20 7

The Starbuggy. By Brian Ball. Heinemann £5.95. 434 92 832 1

Surely we may hope that authors of children's books will take as much care over the actual process of creation as they would when facing the different problems of writing for adults? There is the double difficulty of writing a book which will interest both the child and also the parent who must borrow or buy it. And what they write must have enough staying power and quality to compete with television.

How do these four authors measure up? Well, good marks for *Magic in Ravenswood*, the story of young Prince Tristran rescued from a goblin takeover by Theodosius, the not totally wise owl, an inefficient but friendly witch and a feather-brained – yes! – pigeon. The aristocratic cat is also on his side, but prefers a certain aloofness from anything disagreeable. All the characters are well-defined, the ravens of the wood being a nasty, tough crowd. There is enough irony in the writing to give it strength to deal with a traditional situation without going soft and silly. But I do think we might have some small clue on the whereabouts of Tristran's parents. Surely Percival pigeon could have been sent off to report?

I am cross with Harry Horse who does such excellent illustrations but has no real story except for some unstructured magic island trotting and ocean crossing. There is an improbable conflict between all the animals he picks up, including Nessie and the Ogopogo of his title, and "the scientists" who are accused of irritating poor old Nessie. Surely Harry Horse knows full well that it is not scientists but gadget owners, and above all the media in one shape or another, who are the real menace in Loch Ness? This story shows a lack of respect for its audience, and I am sure that it is not intended. So come on, think up a better story to go with your next pictures; you can do it easily!

The Clever Princess is quite a good turning upside-down of the traditional fairy tale of the errant Prince (or, for that matter, woodcutter's son). But the feminist propaganda does show through and I have a sad feeling that it may have a backlash. However, the story of the princess who turns down all the suitors and overcomes all the usual magic problems is engaging, the meals brought in to her dungeon by a faithful hench-woman are the right kind, and there is nice detail in the pictures.

And now, what about Brian Ball and his space-buggy? He is an OK science fiction writer and could, I am sure, write a genuine SF book for children which has some base in scientific reality. But instead he has written a bang-bang-whoosh story with Space Lords and Belly-bug bandits. In this context it is merely irritating when a little bit of real science crops up, bumps against the awful jokes and vanishes. No doubt it might be turned into the script of an acceptable telly-show, but as a written narrative it just doesn't do. Take your job as writer for children more seriously, Brian!

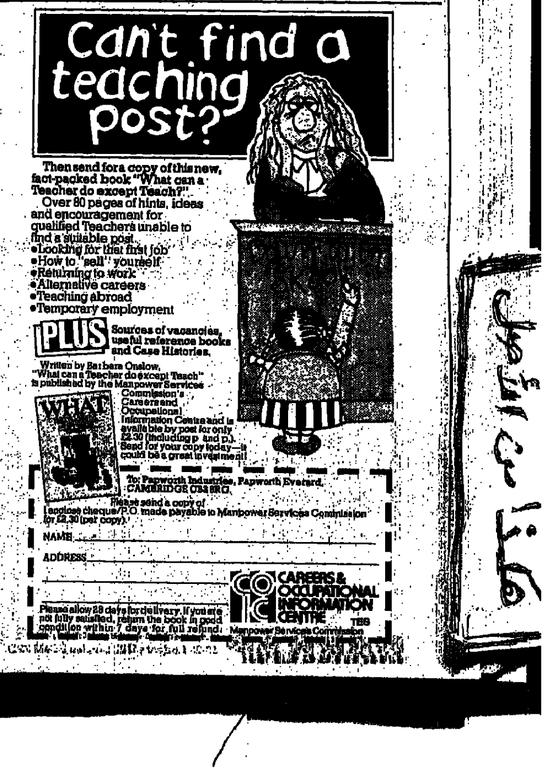
Naomi Mitchison

French force

The Republican Experiment, 1848–1852. By Maurice Agulhon. Cambridge University Press £20.00. & £5.95 0 521 24829 9. 29988 2.

The bulk of French nineteenth-century history is a kind of promenade concert where, after variations on a theme from the Bourbons, we have the July symphony of Louis Philippe followed by the comic opera Napoleon II (or, *The Empire Strikes Back*); with, between the two halves of this programme (1848–1851 approx), an interval talk on republican democracy by a distinguished speaker (Professors Marx, Hugo and Lamartine suggest themselves). Time to put on the kettle? Not at all; as Maurice Agulhon shows in this volume from the Cambridge History of Modern France, but a crucial moment in French history, anticipating the conflicts and structures of the more durable Third Republic and revealing the underlying forces at work in French politics. Less readable than Marx's two splendid pamphlets, though rather more scholarly, this (like the other volumes in the series) is a direct translation from the French text and assumes some prior knowledge of the period and its background.

Paul Caron



BOOKS

Nuts and bolts English

Words. By Geoffrey Summerfield and Richard Andrews.
Cassell. Book 1 (0 304 30943 5), Book 2 (30962 1), Book 3 (30963 X). £3.95 each (cased). £2.95 (limp). Teacher's Book 1 (30964 8), Teacher's Book 2 (30965 6), Teacher's Book 3 (30966 4). £1.95 each.
Using Words Well. By Redvers Brandling.
Edward Arnold £1.95. 0 7131 0816 9.
Would You Believe It? By Redvers Brandling.
Edward Arnold £1.95. 0 7131 0845 2.
Reading With Understanding. By John Seely.
Oxford University Press. Book 1 (0 19 831140 0), Book 2 (831141 9), Book 3 (831142 7). £1.95 each. Teacher's Book (831149 4). £1.50.
Case Study Comprehension. By Patrick Scott.
Harrap £1.95. 0 245 53899 2.
Questions For Society. By Peter Mullen and Martin Pitts.
Edward Arnold £1.75 0 7131 0860 6.

And still they come. Just single copies of the current crop of secondary English Language courses, an assorted pile of text-, case-, work- and accompanying teacher's books would bite £26.20 out of capitation. Despite a recession in the educational publishing industry and the anti-textbook, go-it-alone prejudices of many classroom English teachers, there is no shortage of new material. Most comes in the form of slim, one-off volumes designed to plug a specific gap – a reflection perhaps of the straitened circumstances in which many publishers find themselves. Ironically, however, the really original offerings seem to be proffered in the direction of that individualist, anti-textbook lobby.

Thrown, a set of Cassell's new course *Words* would stun a bullock. Even as paperbacks the books are large – the size of a colour magazine and three times as thick – and unexpectedly heavy. Few English teachers will be tempted to throw them though. They are far too valuable for that. To use that overworked word, they are resources rather than mere books; archives to delve into, treasuries to trawl through more than texts to slave through.

Like co-author Geoffrey Summerfield's previous collection *Voices*, the three volumes which make up *Words*, broadly designed to span the years between starting secondary school and adolescence, contain a variety of stimulus material. There are pictures, riddles, puns (that sketch from *The Two Ronnies* which has Corbett asking "F.U.N.E.X?" and Barker replying "S.V.F.X") as well as poems and extracts, generally from little-known but very suitable sources. The aim, outlined in a clear introduction in *Teacher's Book 1* is to get children talking (and later writing); to persuade them that they too have something valuable to say. *Voices*, when it first appeared stood English teaching on its head for a generation of teachers (this reviewer included). Though not so immediately attractive as books, *Words* could well provoke another bout of healthy disorientation.

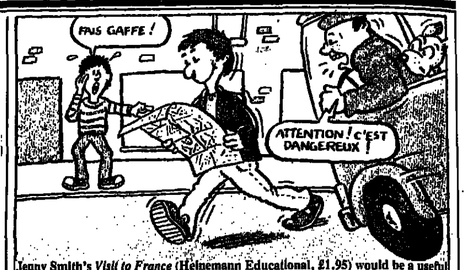
Using Words Well and *Would You Believe It?* are both intended for the lower end of the secondary school. The former has a lively format and uses diagrams, puzzles, games and occasional short extracts to explore the nuances of language and provoke thought. Hardly a new concept, but it is clear and well-suited to its task. *Would You Believe It?* is an introduction to comprehension, sneaking it in all unawares under the guise of discussion. The passages are rewritten newspaper articles, clippings from the sports and crime pages together with a lot of what used to be called "human interest" stories. Fascinating and incredible though they might be ("Saved By A Shoe"!), the book's double-page format ensures that their follow-up questions (full sentence and one-word answers, together with a few opportunities for general writing) are never far away. They hang like threatened detentions at the end of every story, turning something intriguing like the piece entitled "I Like Eating Cars" into just another exercise.

Almost preferable, certainly more honest, is the no-nonsense approach of John Seely's three-volume comprehension course *Reading With Understanding*, designed like *Words* for the first years of the secondary school. Choose it if a thorough, up-to-date comprehension course is required. The questions are skilfully constructed – forget about full sentence answers too; in *Reading With Understanding* it's cloze passages, sequencing and prediction exercises all the way – though pupils could be forgiven for not finding the books the most exciting educational innovation since dustless chalk.

Lastly, a couple of one-offs born out of the subversive notion that, even when it comes to comprehension, English is not only about books (the dreaded Eng Lit) but also about life. *Case Study Comprehension* attempts to pull the sociological wool over the eyes of 16-plus and O level comprehension classes by presenting for analysis not passages but dossiers of documents, letters, reports and photographs. It wins too. Topics like Racial Discrimination, Children in Care and Unemployment are almost guaranteed to elicit more enthusiastic responses than the usual couple of pages, lines numbered in the margin, from *A Pattern of Islands*. The questions are also more up to date, asking for reports and summaries rather than single-sentence answers – a useful introduction to the skills required for O level Directed Writing.

Questions for Society goes even further. There are no dossiers, let alone passages, just nine picture-strips designed to open up discussion on some of the most contentious issues of our time. Should we ban the Bomb? Should severely handicapped babies be allowed to die? Is there a justification for terrorism? Each strip is followed by detailed suggestions for classroom work which will interest the English teacher in that they rehearse reporting and letter-writing skills but which would be equally useful for General Studies or RE teachers. There can have been few more direct applications of Bullock's belief that English is a language for life.

Hugh David



Jenny Smith's *Visit to France* (Heinemann Educational, £1.95) would be a useful old cum workbook for young travellers. Common sentences, information about money, food and getting about run side by side with suggested written activities.

Stripping masks

Methuen's Twentieth Century Texts: Démocratie française by Valéry Giscard d'Estaing. Edited by Alan Clark. 0 423 51030 4. £3.50. **Nouvelle histoire de Mouchette by Georges Bernanos. Edited by Blandine Stefanson.** 90120 6. £2.50. **Destins by François Mauriac. Edited by C B Thornton-Smith.** 51130 0. £2.75. **Le Balcon by Jean Genet. Edited by David Walker.** 50980 2. £2.95. **Anthologie Eluard. Edited by Clive Scott.** 50880 6. £2.95.

Students of modern languages need to study non-literary texts and become familiar with the language of political and discursive writing, so Methuen are to be congratulated on bringing out Giscard d'Estaing's essay in an edition with helpful notes and a sensible introduction. The problem is that writing about contemporary events is inevitably overtaken by them, so that the most recent of these five books is also the most dated.

Admittedly, its author might dispute that: the President was addressing himself to the France of the third millennium and is still young enough to expect that a change in the political scene might make his views once more a matter of immediate concern. But his optimism, especially in the economic field, seemed excessive even when the book was first pubished in 1976. Its enduring interest is in the expression of a blandness of outlook characteristic of the Fifth Republic, a regime structured to favour his style of non-antagonistic politics with its emphasis on technocratic efficiency and a patronizing attitude to conflicting ideologies ("le marxisme a apporté sa part de vérité . . ."). The key words in the Giscardian vocabulary are *pluralisme*, *tolérance* and *médération*, and once we have agreed with him on the desirability of those, then we can bicker as much as we like about the rest, as long as we leave him to get on with the job.

This centre-right version of democracy is a long way from the traditional French Right. Even under the heading of education, Giscard avoids any direct reference to religion, his managerial style of government having understood that Catholicism inclines towards a pessimistic view of human affairs and is too divisive to supervise a "pluralist" society where even Marxism must be allowed its historical countribution to the national genius, however irrelevant it may be to the present technocracy. The Left found Giscard irritating; Bernanos would have spewed on him with an intensity well beyond the range of *Démocratie française*. The results, if one was to offer *his* polemical writings as a model, might not please the A level examiners and the *Nouvelle histoire de Mouchette* is a more enduring expression of his idiosyncratic outlook. Literature does have a longer shelf-life than most similar products.

A pervasive sense of sin also dominates the work of Mauriac, though neither writer is orthodox in his approach to Christian dogma. Mauriac's short novels are written in a more imitable style and they are more accessible and rather less depressing for the average student than Bernanos. *Destins*, like *Mouchette*, evokes a Catholic and provincial France outside (perhaps beneath) the gaze of Giscardian common-market sense and the introductions, by Blandine Stefanson and C B Thornton-Smith, deal with such themes as Bernanos' style and the influence on Mauriac of silent cinema.

One can hardly imagine any state, however pluralistic and tolerant, that would encompass Jean Genet: he is far too adept at stripping the masks from authority figures. *Come on, Giscard*, anarchism has also made its contribution to the national spirit and in no small way, either. *Le Balcon* is a marvellous drama and probably better in performance than on the page; but I am not sure if, for most readers, that will justify David Walker's copious notes on performance details and textual variants. There is, however, a nice paradox in the idea of making an authoritative edition of Genet's work.

There must be a risk in publishing Clive Scott who is unlikely to make the A level syllabus, and we can be grateful to Methuen for this and for allowing the series to venture into poetry. After Prévert, Eluard, edited by Clive Scott with an introduction which is scholarly in the best sense, applying the prosodic theory of his *French Verse-Art* to give real insight into the workings of Eluard's poetry. The reader who is foolish enough to be bored by metrics will, in any case, succumb to Eluard, the learner will find him accessible and the student of modern France learn as much here, and with more pleasure, than in the featureless generalities of *Démocratie française*.

Robin Buss

Maths armoury

16+ Maths. By J Holderness.
Causeway Press £4.35. 946 183 03 1.
Mathematics The Basic Skills. By S Llewellyn and A Greer.
Stanley Thornes £3.85. 85950 148 5.
Mathematics. By R Pinfold.
Collins £4.95. 0 00 322001 10.

There are scores of books striving to help the average pupil cope with mathematics. Teachers who believe in constant practice and familiarization with the basics will find much helpful material in these additions to the armoury.

16+ Maths will serve a wide range of abilities. It is based on the core syllabus of the 16-plus paper used by the Joint Matriculation Board in conjunction with various CSE boards. There is the minimum of text, but many hundreds of exercises provide thorough revision of fundamental work and an adequate introduction to new

Turn over

The volume from Stanley Thornes worthily upholds the reputation of the publishers for pleasing presentation and of the authors for clear exposition, in this case of ways in which elementary mathematics is required in everyday life. What used to be termed social arithmetic (with wages and bills, rates and taxes, measurement and travel among the staples) is well covered, and there is more besides.

Mr Porkess includes more text in his treatment, which he terms "a complete course for first examinations". The book represents a reasonably standard work for O level, but it includes not only such topics as sets, mappings and matrices, but also sections on statistics and flow charts and iteration. Moreover computer programs are introduced throughout. These add interest and motivation for pupils who can run them for themselves", writes Mr Porkess, and no doubt he is right.

F W Kellaway

Traditional chemistry

Complete A Level Chemistry. By Diana Kelly.
University Tutorial Press £7.80. 7231 0856 0.

The use of "complete" in a title may reflect an author's cherished ambition, or their view of the subject matter as closed with defined boundaries. Aligned with "A level chemistry", it could engender optimism in potential readers flagging under the load of the syllabus – it can all be contained in less than 500 pages after all! Since one of Diana Kelly's intentions is to provide a text for "those students unlikely to continue with chemistry as a major discipline", perhaps the implication is of a nicely rounded course which is "complete" in itself – a worthy ambition indeed. Does the book succeed?

The content coverage is comprehensive, and will meet the requirements of many A level syllabuses. The book is divided into six parts, the first three of which are on principles: theoretical, physical and chemical, so that physical chemistry occupies nearly half of the book. In several chapters, the approach is to state the theory first and discuss the evidence for it later, which may be helpful for those students who have difficulty seeing the wood for the plethora of trees. As well as the usual areas, there is an extensive treatment of phase equilibria and colligative properties, and the chapter on bonding includes sp-hybridization. On kinetics, integrated rate equations are derived although collision theory is barely mentioned. There is a mistake, about the range of the pH scale, and a serious proof reading error occurs in the chapter on redox, where the oxidation numbers of the s-block elements are defined as negative. The use of both litres and cubic decimetres is an unnecessary confusion.

Inorganic chemistry comes in Part 4, on a group per chapter basis. Explanations of group properties and trends in terms of electronic structure are followed by notes on occurrence and exhaustive listings of the chemical properties of the more important elements and their compounds. The organic chemistry section is rather less detailed than the others and comparatively short at about 100 pages. The chemical properties of the main functional groups are catalogued and a few important reaction mechanisms are outlined. The summary of simple synthetic routes is a useful crib for some examination questions. The brief final part is on applied chemistry: organic preparations, metal extractions and the heavy chemicals industry, but there is no wider discussion of the social and technological implications of chemistry.

At the end of each chapter are several questions, mostly from the examination boards; these summaries would have been a valuable addition. The index is good and there is a helpful glossary of traditional names. The conventional layout of the book is well done; illustrations are limited to sectional diagrams of apparatus. The text style is concise and clear with large sections of the book reading like a well written essay, but in places explanations are very brief, and the meaning of some important terms is implied rather than clearly stated, necessitating careful reading.

For the more traditional syllabuses this is a very sound text. Students following Nuffield-based courses may, because of its approach and emphasis, find it more difficult to use effectively.

Lynne Marjoram

COMPUTERS IN EDUCATION

As more and more people become involved with computers, their importance in education increases and more academic subjects involve their use. This means that rapidly increasing numbers of teachers need to know about the current developments.

On 2nd March this year, *The Times Educational Supplement* published a 20 page special pull-out entitled "Computers in Education". This is now available in reprint form price £1.00.

To obtain your reprint, please sent a cheque/postal order (no cash please) made payable to *Times Newspapers Limited* and post to:

Frances Goddard
The Times Supplements
Priory House
St John's Lane
London EC1M 4BX

BOOKS

Contemporary conundrums

The 20th Century. By M N Duffy. Second edition.
Basil Blackwell £3.95. 0 631 91910 4.
A History of the 20th Century World. General Editor C P Hill: International Affairs. By E G Rayner. £5.75. 0 7131 0678 6. **Asia and Australasia. J K G Taylor.** £3.40. 0679 4. **Russia and Eastern Europe. By P D Allan.** £3.35. 0680 8. **Britain and Western Europe. By R D H Seaman.** £3.45. 0681 6.
Edward Arnold.
The Russian Version of the Second World War. The History of the War as taught to Soviet Schoolchildren. Edited by Graham Lyons.
Facts on File, Inc £7.00 (from 19 Battledean Road, London N5 1UX) 0 87196 136 9.

There was a time, not very long ago, when respectable history ended in 1914. Or 1939. Well, anyway, 30-odd years before you tried teaching it, to allow for sifting and digestion. Moreover, since everything that mattered happened at Westminster, Paris or Berlin (or reflected what happened there), issues were simple and history was neatly coherent.

That, of course, is out. Nowadays contemporary history is the O level fashion, with anything from the day before yesterday under suspicion of gross irrelevance. Twentieth-century history is a growth industry; and there's the rub. There is already far too much of it, and more being added daily. What's more, any neglect of the domestic problems of Burundi or Brunei lands you in trouble on a charge of parochial Eurocentrism.

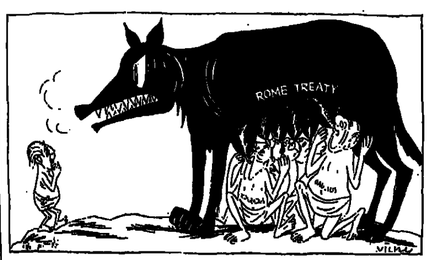
So textbooks cram masses of facts between bulging covers. Some, as in *A History of the 20th Century World*, seek the answer in a series, core volume with specialist supplements. Even so, the books get fatter and the facts are fighting for elbow-room. But M N Duffy's version of *The 20th Century* has some of the grace and space of an older generation. Back in 1964 it offered a good civilized read, with drawings, maps, diagrams and glossy photos, all between boards for thirteen-and-six. It retains most of its attractions in re-written, updated, paperbacked and re-priced form. Newspaper-grey photos replace plates and drawings, and assorted gobbets gratify current taste for sources and evidence; but the narrative remains readable and sensible, and the maps and diagrams are better than ever. The post-1945 story is shortened, little over a third of the book; and it reflects instability and incoherence, the lack of clear directions and landmarks, the constant need to re-focus on new, remoter trouble-centres.

C P Hill offers bulk rather than narrative. His core volume on *International Affairs* holds the series together well, while three area surveys (two more to come) concentrate on domestic matters. There is some overlap, even contradiction (as in rival maps of Brest-Litovsk), but the editing is assured and the massed information is presented clearly, earnestly and effectively. R D H Seaman's is the most straightforward task, for this is Europe's familiar and relatively simple story competently re-told. P D Allan and J K G Taylor peer too often down microscopes; is world history really about the internal political preoccupations of Bulgaria or Burma? Yet they find room for comment and assessment – a model view of Lenin's achievement, for example. Elsewhere things are sometimes simplistic: that conditions were bad tends to be the standard explanation for uprisings or revolutions.

At its worst, the series never suffers from the dogmatic indigestibility of the Soviet textbooks presented in *The Russian Version*. Graham Lyons' book, first issued in 1976, carries three comments on its jacket: the *Express* found it "a shocking book"; the *Spectator* "not more distorted than the standard Western version"; while A J P Taylor wickedly suggested that it was "nearer the truth than most versions current in the West." Certainly it ought to be in the library to supplement the textbook image.

E G Rayner allows the Russian front as much space as the Italian, Duffy gives Stalingrad a quarter of the space taken by the Battle of Britain. Yet (as a Duffy graph shows) 50 Soviet citizens died for every one Briton or American, and *The Russian Version* gloatingly counts 506½ German divisions destroyed by the Soviets as against 176 by her allies. Then, too, you can have fun spotting the awkward questions the book avoids, and admiring the sharp black-and-white of unsullied heroism fighting blackest treachery. This is the kind of evidence we need to beef up our bland textbook surveys.

Tom Corfe



A Vicky cartoon from 1962 when the answer to Britain's requests to join the EEC was always "Non". It appears in *An Illustrated History of Modern Britain 1783 – 1980* by Richards and Hunt (Longman £4.95 third, updated, edition).

Xon-xoff

Connecting Computers to Peripherals. By Michael Thorne.
Longman micro guides series. £2.95. 0 582 39672 7

There is a great need for a guide to help the layman through the jungle of inadequate standards obscuring what should have been a comparatively simple task: connecting computers to reprinters, plotters and other peripherals that make them worth their keep. If the reader is not to be left tantalizingly short of his goal, it is essential for such a guide to tell the truth, the whole truth and nothing but the truth. Michael Thorne's chief sin is one of omission rather than commission; although some of the information presented in *Connecting Computers to Peripherals* is misleading, it is the information which is not presented at all which strews the path of the unwary novice with pitfalls.

Essentially, the author has leant a little too heavily on his own personal experience, at the expense of the depth required for a truly authoritative work. Cold comfort for the reader desperately seeking explation of the "XON-XOFF protocol" referred to by his printer manual.

The pace of the book is somewhat variable; what probably works very well as a lecture style too often seems annoyingly flippant when transcribed into print. Several well presented tables considerably enhance the value of the book as a reference work, although some space for the reader to fill in the results of his own experience would have been very welcome. All in all, then, more a Rosetta stone than a French-English dictionary: those who could cope with it could probably cope without it.

Peter Hedland

Snakes and Ladders

Food for Beginners. By Susan George. Illustrated by Nigel Paige.
A Writers and Readers Documentary Comic Book £2.50. 0 906495 85 7.
World Resources. Food. By E M Gale and J D Poxon.
Wheaton 0 08 026423 9.
Harrap's World Topic Geography series: Agriculture and Rural Development. By Brian Greasley and Michael Younger.
£2.35. 0 245 53708 2.
Patterns of Development series: Population and Food Resources in the Developing World. By Gillian Price.
Edward Arnold £2.35. 0 7131 0454 6.
India Resources and Development. By B L C Johnson.
Heinemann Educational £12.00. 0 435 35491 4.

"Are you upset? We hope so. If you don't feel like going out and taking a swing at someone or something, then this book is, frankly, a failure." This unusual approach to book evaluation begins the concluding chapter of Susan George's huge swipe at the transnational food companies, Uncle Sam, colonialism, Third World dictators, and others who stand accused of exploiting the countries of the developing world.

While there is a strong case for trying to arouse the reader on the subject of food resources and agricultural development in the Third World, I doubt whether *Food for Beginners* will prove a suitable vehicle for this purpose, with lower forms at secondary school level. This is not so much because of the lack of balance (not a fault in the context) but because the handwritten and very wordy cartoony, panelled gobbets of text and general style make the book difficult for the *beginner* to read.

By contrast, E M Gale and J D Poxon approach the same subject with sober caution in *World Resources*. Food and trace the multinational food companies with more respect. This is a well-meaning but rather dull textbook which will adequately provide the academic basis for a straightforward CSE or O level course on food-producing systems and changing patterns of development. Good diagrams, maps and black-and-white photographs help to illustrate and amplify the text, but I doubt if any pupil will feel sufficiently stimulated by this material to want to take "a swing at someone or something".

Messrs Greasley and Younger, on the other hand, make a more determined effort to vary the presentation of facts and opinions. Their methods in *Agriculture and Rural Development* are on rather similar lines to those to be found in Gillian Price's *Population and Food Resources in the Developing World*. Both books are aimed at pupils of 14-to 16 years, both are 64 pages in length, and both make successful use of quotations, statistics, models, simulation exercises, diagrams, graphs, maps, picture strips and black-and-white photographs.

Gillian Price ends her book with "The road to development game" – a grid of 48 squares which leans heavily on Snakes and Ladders. "Entertainment" can also be pursued on pages 48-49 of *Agriculture and Rural Development* with rather more complicated rules. Choice between the two will depend on slight differences in subject matter, since Greasley and Younger are not concerned exclusively with the developing world, and with marginal differences in the illustrations and level of text. Both are welcome additions to the materials available for use with examination classes taking CSE and O level.

A similar welcome can be accorded to the second edition of Professor Johnson's comprehensive study of the world's most important Third World nation. This incorporates 1981 Census statistics and the latest figures for agricultural and industrial production. *India Resources and Development* is a major academic work, yet the style, presentation and excellent illustrations, make it also suitable as a reference work for any Third World resources pack.

Philip Sauvain

Practical problems

Solving Real Problems with Mathematics Volume 1 £4.50. 0 902937 62 6, **Volume 2** £7.50. 0 902937 64 2.
Solving Real Problems with CSE Mathematics. £7.50 0 902937 65 0.
Cranfield Press.

The Spode Group, taking its name from a Staffordshire conference centre, Spode Priory, comprises teachers associated with mathematics in various types of institutions. Members have been, and continue to be, concerned with the relevance of their subject to the world into which their pupils and students are about to emerge. Currently they are preparing material for the 16 to 19 age group who are taking courses in vocational training in schools or colleges or under MSC auspices.

Already, however, they have issued three volumes of "real" problems, with guidance on ways to devise and solve them and evaluate their merits. The first two, intended for O and A level classes, are now joined by a collection suitable for CSE courses. All have the same underlying philosophy.

One member of the group, Professor David Burghes, formerly of Cranfield and now at Exeter, contributes an introduction to each volume. Among the points he stresses are the vital importance of an understanding of basic mathematical operations and the ability to apply them in a practical context. The vastly increased use of quantitative techniques in a great range of disciplines means that pupils should gain a greater experience of the uses of mathematics and, at the same time, be convinced of its relevance by participating in real-life situations.

To this end, the two volumes concerned with O and A level work contain some three dozen case-studies. For each there is a statement of a problem of a nature that arises in day-to-day business, social or industrial life. Typical problems involve stock-control, industrial location, the payment of electricity bills or television rental, proportional representation, traffic control and optimization situations.

Teaching notes and background information are accompanied by indications of possible solutions and, generally, of related problems. The intention, clearly, is that the concepts illustrated should be used by teachers as samples of the sort of material they might devise for their own classes.

A number of the problems involve sport-weight-lifting, the optimum place for goal-kicking in rugby, transfer fees for footballers), presumably to enhance interest or create motivation. Here again, there are opportunities for teachers (or indeed, their pupils) to compile other illustrative examples.

The same techniques pervade the CSE volume. Here only basic arithmetic is normally involved, but as one note suggests, there is every "opportunity for some creative thought on a real problem".

There are some unfortunate misprints in this volume. Post Office regulations about parcels do not state that "the minimum weight allowed is 10kg", while on page 68 football league tables for season 1980–81 show the same teams simultaneously promoted from Division 3 and Division 4, with the top side of the latter termed Southern United.

Teachers will, of course, make the necessary amendments. It will also be advisable for them to use current prices and other statistics when presenting problems to their classes. This has special significance with CSE pupils, since one of the aims of the work is to instil confidence in handling mathematics. That confidence is strengthened if the numbers to be handled are recognizably those met when, say, buying a stamp, paying a bus fare or calculating income tax.

As stimuli to enliven their work and to demonstrate the use and value of mathematics in everyday contexts, these volumes could hardly be bettered. They are not an end in themselves, but a splendid starting point for individual and collective investigation.

Teachers encouraged to pursue these lines might be reminded that the Institute of Mathematics issues a journal (Teaching Mathematics and its Applications), edited by Professor Burghes, which is packed with stimulating ideas. The IMA headquarters are at Warrior Square, Southend (and that happens to be the correct name of the team promoted in 1981).

F W Kellaway

New beasts in biology

Microcomputers and School Biology. By Anthony and Helen Lewis.
Pitman £8.95.
0 273 01903 1.

Lewis's text starts with an introductory chat about micros, providing a short history, some explanation of the nature of the beast, followed by information about applications in computer assisted learning and administration. After this, the nitty gritty: for the majority of space is devoted to fully documented BASIC programs which can be used directly in the classroom. Thus a range of relevant topics, like classification, osmosis, Mendelian inheritance, food tests, bomb calorimetry and surface area/volume ratios, are covered, some with graphics. The chapter on administration contains programs for test scores, an inventory and a bubble sort. The phrase "fully documented" means, in this case, that apart from information about the aims and modes of operation of programs, there are sample runs, flow diagrams and definitions of variables, along with the program's listing, full explanations, suggested applications and changes. Where appropriate, master copies of students' worksheets are also included.

I have little doubt that *Microcomputers and School Biology* is just the sort of book which teachers and lecturers will welcome, though, regrettably, the computers seem to be moving faster than the publishers, so this text is relevant to older machines like the Genie I, TRS 80, Pet and RML 380Z. One can only bemoan the omission of the beloved Beeb. The last chapter does contain detailed explanations of relevant BASIC commands, with a portion on graphics and a table to help convert the listings between the various machines previously named, so BBC computerbotics could use this as a starting point for program adaptations.

Peter J Baron

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A reappraisal of priorities

Andrew Petherick on the changing secondary PE curriculum

Curriculum development in most sections of the educational system is a continuous process, and physical education in recent years has been no exception. Social and economic changes have caused a reappraisal of priority objectives, particularly in secondary education, in an attempt to prepare pupils for the changing challenges of present day living.

In the full knowledge that inactive lifestyles have become the malaise of modern society, greater emphasis is being placed on the promotion of physical lifeskills. Cognitive development which, according to J E Kane in the Schools Council Enquiry into Physical Education in Secondary Education (MacMillan), was a minor consideration in most physical educationalists order of priority in 1974, has become a major objective and, in many schools, is today taking its rightful place alongside motor skill development as an important aspiration. Teams of teachers working alongside advisers and lecturers have re-examined the unique contribution physical education has to offer in the education of each child.

The area of the curriculum where greatest educational advance is being undertaken is within the promotion of a healthy lifestyle. The imparting of knowledge about the body in relation to movement has become an acceptable and socially relevant part of most physical education programmes. Today organic development is a justifiable expectation of our profession. With the cost of health care set for another dramatic increase over the coming year, the prevention of illness and the promotion of well being are also essential to the economic and social stability of the country. Health Related Exercise programmes, incorporating the practical with the theoretical, are being designed to include sound body mechanics through an understanding of routine and habitual actions. The avoidance of smoking, drugs and an excess of alcohol; the management of proper body weight; the curbing of a balanced diet; the management of stress; are all being taught alongside the positive benefits of exercise and the experience of relaxation techniques. A sound knowledge of body mechanics can also enable pupils to develop a greater appreciation of movement, in all its forms. With the help of the Health Education Council's recent campaigns and the increase in the media's interest in personal health, the physical education profession is acquiring the support to promote lasting health habits for the future. Positive bodycare is now accepted as a major consideration of the profession's role in preparing pupils for an active and healthy lifestyle.

The profession continues to recognize the importance of motor skill acquisition, but with the development of community-based sports programmes under the overall control of the Sports Council, many traditional attitudes towards games teaching have been relinquished. The profession has accepted that school sports are not an end in themselves, and excellence today is being rechannelled to more appropriate avenues. Games teaching continues to be a central key of PE programmes, but today it is being seen in a wider context as a "tool" for all pupils to achieve fitness, self-satisfaction, skill development, personal education and pleasurable use of leisure time.

The commitment of physical educationalists is moving towards sports provision for the majority rather than the elite. Changing programmes which enable most pupils to acquire skill knowledge through intensive study of socially acceptable activities have caused the profession to reconsider the relevance of sports fixtures. With the additional economic cutbacks, radical evaluation has seen the development of "open access clubs", "Festivals", on educational grounds alone, are being introduced, thus placing greater emphasis on the participation, which in turn enables larger numbers of pupils to experience the educational benefits of competitive activities.

A greater community awareness has been evident in many schools as physical educators concentrate more attention on the personal development of all pupils through the medium of sport.

The development of Community Schools, and the Government's long overdue commitment towards dual-use facilities have ensured intergration between school and community. With the support of regional sports councils, the profesison is beginning to ensure adequate provision is available for participation and the fostering of excellence. Liaison officers are being appointed by many clubs and heads of physical education departments are often taking an added responsibility to ensure that their school pupils acquire comprehensive information about local facilities, clubs and evening classes.

Physical education departments are working to build improved channels of communication with community coaches and the influence of coach education programmes is being recognized by the profession. The recent initiatives of the Sports Council and the National Coaching Foundation combined with the work being achieved under the auspices of most National Governing Bodies of Sport have enabled barriers between teachers and coaches to be broken down and common principals established for the benefit of the pupils.

Where community-based competition and activities have developed for various age groups, often with the encouragement of headteachers and physical educationalists, the educational needs of a varied and comprehensive commitment towards school fixtures is removed. The effects of a concentration of time and resources on open access clubs, plus the effects of a more knowledge-based programme proving beneficial to all pupils, is already being seen by increased participation in extra-curricular sessions.

It must now be hoped that more school PE programmes will take a lead from the minority and extend the community integration beyond the school age, and programmes for the unemployed, housewives, executives and the aged, should become part of every physical educator's prerogative.

Examinations in physical education continue to create much debate, but an increase in participation in CSE examinations has indicated that the syllabuses are becoming more acceptable in many schools. Over the past years progress has been made with City and Guilds examination criteria and also, three A level examination syllabuses have been submitted for consideration by the Associated Examining Board, and many physical educators, particularly in tertiary education, hope for the introduction of these courses during the next academic year. Further consideration of an O level examination is under way. As part of the profession's community awareness outlook, Sports Leadership awards, and various introductory coaching qualifications, are now run for the benefit of senior pupils in many schools.

Since the 1981 Education Act, pupils with special needs have integrated into many schools. Special provision is being made by the profession to ensure that mainstreaming proves successful. Although initial difficulties have been experienced, the physical education profession accepts the mutual benefit which can be achieved by the integration of these pupils into mainstream education. One consequence of this change in educational policy, and the new philosophy which is apparent in most physical education departments, is the need for further in-service training and a reappraisal of the initial training of physical education specialists.

The teaching of physical education is becoming more humanized and individualized. The benefits of non-traditional activities such as jogging, weight-training and dancercise are causing these activities to become commonplace in many curricula. Rewarding and varied activities are being experienced through progressive and challenging programmes and most pupils are now able to realize the benefits of active, practical participation. One decade on from the Schools Council Enquiry into Physical Education and influenced by various DES curriculum documents, pupils are gradually being equipped with the knowledge, skill and experiences to take up the challenge of the leisure age. Physical education curricula are reflecting the changing needs of pupils in preparation for their more active and healthy lifestyle.

Andrew J. Petherick is General Secretary of the Physical Education Association of Great Britain and Northern Ireland.

The health boom

by Paul Wapshott

At 7.15 every morning 34-year-old Winston Smith wrenches himself from his bed, stands to attention in front of the telescreen and engages in exhausting compulsory physical jerks, exhorted to greater efforts by the all-seeing female instructress with the piercing voice.

This is Orwellian *Nineteen Eighty Four* and a far cry from reality, or is it? It is chillingly uncanny the way that George Orwell's vision coincides with the format accepted today on early morning television, even down to the female instructress. Of course, the very idea of compulsion fell out of favour in the sixties, yet mass persuasion is now a subtle form of "hype" from the media.

There may be no state-sponsored compulsion in post-school life but the pressure is on individuals to embrace the current boom in health and fitness, which has steadily gained momentum and is all set to achieve a climax of Olympic fever at Los Angeles in the summer.

Private enterprise is exploiting the current trend and commercialism has resulted in the mushrooming of classes, work-out systems and lifestyles, most with a West Coast flavour which leaves institutionalized PE seemingly the poor relation without a ticket for the bandwagon. The health and fitness syndrome has emerged like an all-embracing amoeba absorbing each of the multifarious factions no matter how eccentric they may appear.

Yet, for all that, the forefathers of physical culture – Turnvater Jahn, Guts Muths, Archibald MacLaren and so on – would have great empathy with many of the diverse movements of today. Similarly, Earle Liederman, a leading American physical culturist and dietician of the 1920s, would recognize and approve of much of the wholefood revolution. It could be said, perhaps flippantly, that when Orwell was writing in 1948 there was concern about lack of moral fibre, today the concern is about lack of oral fibre.

So aerobics abound, the "burn" is a buzz word and junk food is out; but it is not enough just to be fit and healthy, fashion dictates that one should also look the part. There can be no doubt that the vogue for health and fitness has reached unprecedented heights, but there is little in the "new" systems or philosophies that will surprise the PE specialist.

The real development has been in the packaging of the product, the creation of the image. Today society worships craving images – craving for health, beauty and youthfulness. The means to satisfy the craving, to mirror the image, is all part of the great leisure explosion, perhaps the only growth industry left.

This embraces not just public leisure centres or private clubs, facilities in which to do or become, but a myriad of assorted enterprises dealing with any item remotely linked to a leisure or

continued

The myth and the dogma

Is there any education in PE?

by Jake Downey

There is no Sport in education. There is physical education but that is not the same as Sport even though it makes use of many sports (games, gymnastics, athletics, etc). These, unfortunately, are not taught to take children inside sport as you might expect but rather to try to attain certain educational ends. Physical educators are in fact quite critical of sport because of the way they see sport developing under the influence of politics and professionalism.

In physical education the main aim is to educate children. This teachers try to do by using physical activities from sport (the chief source) and art (eg dance) as a means to educate the whole child. In addition PE teachers attempt to improve the fitness and health of children and prepare them for leisure.

Physical education is said to be a process whereby children are helped to develop physically, mentally (intellectually), socially, aesthetically and morally – all features of the whole person. "Physical education is Education". This is the myth that pervades the literature in physical education. It is dogma based on the misconceived ideology of PE theorists. The truth is that the theory does not hold up.

According to their myth the educational justification for physical education rests solely upon the successful use of sports as a means of achieving their educational ends. This is a burden the sports themselves cannot support. Consequently, their aims are not achieved and physical education loses its justification for being a part of education.

This theory fails for several reasons. In the first place, there is no conceptual connexion between sports on the one hand and the alleged educational aims of physical education on the other. Such a dubious connexion rests upon evidence that taking part in physical education results in the moral, aesthetic, social and intellectual development of children. There is no such evidence.

Secondly, to use sports to achieve such ends, even if it were possible, would demand PE teachers to be trained as moral and aesthetic educators, and as social and child psychologists. There is no such training.

Thirdly, PE activities are not activities of the sort that children must engage in for intellectual development to occur. True, children might have to think critically and imaginatively in physical education but it is a mistake to claim that all such thinking is necessarily intellectual.

Is primary PE meeting the needs of the children?

Fourthly, if there were such moral, social and intellectual development we might expect the members of the physical education community to exemplify these qualities. They do not. Where were our social and moral consciences while primary school physical education has been allowed to become a national disgrace; and courses for secondary specialists to become more tailored to suit the demands of the CNAA for academic respectability rather than the needs of children? What have the academics and politicians among us been doing whilst i.e.a. advisers and conscientious teachers have been fighting a losing battle in the schools to maintain children's interest and standards of performance? Why has our intellectual prowess not been used to provide rational argument to justify practical work in the schools? Why has the only rigorous examination of physical education been done by philosophers and social scientists, not physical educators?

Is it because there is nothing in physical education which, in fact, contributes to the social, moral and intellectual aspects of our development and that in these aspects we are, perhaps, lacking because of too much involvement in physical education and too little involvement in areas where they could be developed?

Physical education will remain open to these criticisms and fail to achieve its educational aims while it allows its practice to be guided by such a discredited theory. It is not surprising that among its practitioners there is a large measure of confusion and disagreement about what physical education means and what it ought to be doing. It could make an important contribution to children's education if we adopted a more realistic ideology; which at present we do not.

The main task of physical educators must be to initiate children into the "world of sport". Whatever else might be included in physical education, sports are a substantial part of it. It would be a simple step to teach these sports as sport for its own sake and for no other reason. I appreciate that sport might fail to satisfy some educators' criteria for what counts as an educational activity but, if this is so, those who have formulated criteria which rule out sport as part of education hold a concept of education which is unrelated to our social reality.

Whatever might count as a realistic concept of education I would consider persons lacking in their education if they cannot live fruitfully in the "world of sport." This implies doing sport for its essential human values and not for the sort of extrinsic ends that physical educators are sometimes critical of, ie status, prestige, power, wealth and nationalism; ends which can only be achieved from success in competition and where the value of winning can overshadow and negate the value of participation.

Most people take part in sport in the belief that it has much to do with enjoyment and enhancing the quality of their lives. We have created many interesting sports that challenge and test sports people and enable them to fulfil themselves in a variety of ways that working at a job solely to survive does not. That is why so many people value sport. That is why there are many like me who want their children to get to know sport from the inside and learn how to extend themselves and gain enjoyment and satisfaction from doing so.

Getting to know sport from the inside

Physical educators' narrow view of sport prevents them from seeing that it entails everything they aspire to. There may be no connexion between engaging in sports and becoming moral but there is certainly a connexion between being moral and engaging in sport. Unless people are moral and sociable it is unlikely that they will obtain satisfaction and enjoyment from their participation. Unless they are aesthetically aware it is unlikely that they will appreciate the beauty within sport. Sport is only of value to the participants if they look after the values in sport.

It is in this context that physical education can be so important in childrens' education. Not only should we be trying to initiate children in sport, we should also be the guardians of its values. We would not, for example, allow children to try to win in football by hacking down the opponents; not only because it is contrary to the rules of football but also because people just ought not to behave that way towards others in any social activity.

And if we teach properly it should not require a referee to make that point to the offender, his teamates should do so. It should be the task of PE teachers to ensure that children learn to participate for the right reasons and to care for and protect the values within sport.

Sport provides a principle of unity for most of the work in physical education. It could ensure continuity in physical education throughout the children's school life. It could link the theorists in sports studies with the practitioners in the schools. It could connect the work of teachers and coaches. Above all it could give meaning to what we are engaged in because it focuses our efforts onto teaching sport for its intrinsic values and enables us to do what we know best: to teach children how to extend themselves in sports, to care for their physical health and well being and to value and enjoy this aspect of their present and future lives.

Jake Downey was formerly senior lecturer at Hertis college of HE. He is an international badminton coach and author of several books on the sport.

The health boom

continued

recreational activity – from fashion to books, heelpads to pedometers, all become accessories and necessaries.

Witness the large format workout books designed to be scattered on coffee tables, proving the purchaser has shed pounds, often a companion to expensive video cassettes – again the Orwellian telescreen. To these add a feast of diet paperbacks, well digested to fulfil slimness while ensuring no more lean times for the authors. They all form an integral part of the image, a statement of lifestyle, an indicator of status.

The major market target has been the female, perhaps to reflect the increasing importance and liberation of women, but more likely, though contradictory, because women are still considered vulnerable or gullible to the hype that they need to look to their figures so their figures can be looked at.

An inkind comment maybe, but those in the business are living off the fat of the land. Diet propaganda has, with certain qualified exceptions, always been aimed at women and though still generally the case men too are now becoming increasingly conscious of selective eating.

Conversely, hard exercise has always had a macho image, but today the grunt and sweat approach is being refined and becoming acceptable for ectoards and leg-warmers. To retain or regain youthfulness, spirit willing, the flesh may be subject to the first overload since schooldays; and some would push "the burn" when perhaps a little shoulder now they're older would suffice.

How many leotards lie languishing in overcrowded drawers stuffed into dark forgotten corners? The big battalions of the fashion world mould the image, respond to a demand which they have helped to create, but remain mindful that fashion is ephemeral – a superficial manifestation of a phase society needs. Fashions must change, all booms must peak – but when? Those who watched the Superbowl from first to last down are aware of just what an orgy of spectacle will be transmitted from across the Atlantic in the summer.

The "burn" is big business

It may be that saturation coverage of the Olympics creates a natural watershed, that the public appetite will be sated, having gorged so much. Over exposure could result in a shift of attitudes, a demand for change, a different fashion, the end could be in sight. Or perhaps a trimmer, fitter boom will emerge. A boom for the purist, the best of the present health and fitness ethic without the decadence, the rip-offs, the charlatans.

The PE profession has so far refrained from leaping head-long into the bonanza, possibly because of the innate conservatism of the profession, and by so doing has preserved its integrity while allowing itself room to manoeuvre. There may, in some circles, be a hint of chagrin that the fitness boom has been successful in spite of, rather than because of, physical education.

PE cannot stand aloof from the mainstream of a health ethic which should lie close to the heart of each and every practitioner. There is much to applaud in the mass movement of an increasingly health orientated public.

Aerobics, now recognized as having a useful contribution to make to PE, looks likely to receive an endorsement from the Physical Education Association in the form of a teacher's diploma. This will be a major development in an area full of confusion and urgently in need of some form of authorized standard. A national qualification is essential, not for restrictive practice but for safety. Cars are maintained by mechanics – bodies by just about anyone willing to take a class.

There will be other developments and the crusade in one form or another is likely to attract many more to its cause yet. There is nothing wrong in striving to achieve longevity naturally, nor is it a sin to acquire the healthy habits of an enlightened lifestyle. Street values cannot be ignored but they can be harnessed. PE can use the motivation instilled by the cult and adapt any aspect of worth and still remain free from the taint of commercialism.

Paul Wapshott is a lecturer at Oswestry College.

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SPORT & PHYSICAL EDUCATION

Carrying the torch

The Olympic ideal by Don Anthony

Ninety years ago, in June 1894, a conference took place in the Sorbonne – "to discuss and disseminate the true principles of amateur sport". It proved to be a momentous occasion; the modern international Olympic movement was born. This movement, maligned and misjudged, has stood the test of time. Every Olympic Games, including the first, in 1896, has been said – by its detractors – to be the last! Yet here we are in 1984 having just celebrated the most successful Winter Olympics yet and poised on the threshold of the Los Angeles Games in July. Seoul trys its hand four years hence – with Calgary during the winter; Barcelona, and several others, have said they will cast their hat into the ring for 1992. Athens has already built the stadium for 1996 – and who could deny them that centenary?

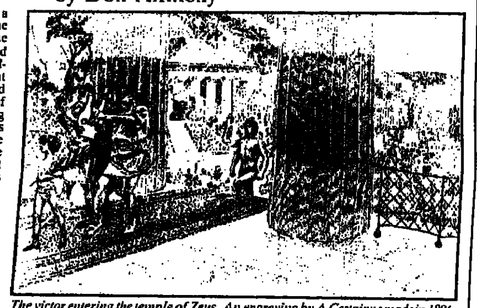
Baron Pierre de Coubertin was the prime mover in these developments. Aristocrat, writer, humanist, and anglophile – he saw sport as the "wedding of mind to muscle", a "school for the emotions". Two years previously in the same university in Paris he had fired the first shot. "Let us export", he said, "our oarsmen, our runners, our fencers into other lands. That is the true free trade of the future; and the day it is introduced into Europe, the cause of peace will have received a new and strong ally". He asked moreover for assistance in the task of "reviving the Olympic Games". There were three persons with special responsibility for preparing the 1894 Congress. Coubertin took charge of Europe; William Sloane, of Princeton University, was given the Americas; Charles Herbert, then secretary of the Amateur Athletics Association was asked to oversee developments in "England and her colonies."

In January 1894 Coubertin sent round a circular, in it he wrote: "Before all things it is necessary that we should preserve in sport those characteristics of nobility and chivalry which have distinguished it in the past, so that it may continue to play the same part in the education of the peoples of today as it played so admirably in the days of Ancient Greece. Imperfect humanity has ever tended to transform the Olympic athlete into the paid gladiator. But the two things are incompatible.

We must choose between one formula and the other. Reform is necessary and must be discussed before we undertake it. There are compromises and there are contradictions in the amateur regulations of the present day which it will be the business of the Congress to consider. The last subject on the agenda paper is the request that you will sanction, if not the realization, at any rate the preparation of an international agreement that will revive the Olympic Games, under modern conditions, so that every four years the athletic representatives of the world may be brought together, and that the spirit of international comity may be advanced by the celebration of their chivalrous and peaceful contests."

On June 16 the Congress opened. The first event was a performance of the Hymn to Apollo recently discovered in the ruins of Delphi. More than 2000 people attended, representing nine countries. There were 78 representatives from 37 sports associations. The British were there in force.

A major decision taken was the creation of the first Olympic Committee to organize the first Olympic Games of the modern era. Attachment de Rieu, Athens was chosen to host this revival. Even at that time there was a proposal to recreate a single site, like Ancient Olympia, but the "peripatetic" lobby won.



The victor entering the temple of Zeus. An engraving by A Castaigne made in 1896, the year of the first modern Olympic Games.

Coubertin was happy; the Games would stimulate the development of sport every four years in a different city of a different continent. Of the fifteen members of the first Committee, at least seven were committeed *educationists*. Their commitment to the educational and social objectives of the revived Olympic movement is embodied in the "fundamental principles of the Olympic Charter" – to promote the development of those physical and moral qualities which are the basis of sport – to educate young people through sport in a spirit of better understanding between each other and of friendship, thereby helping to build a better and more peaceful world – to spread the Olympic principles throughout the world, thereby creating international goodwill – to bring together the athletes of the world in a great four-yearly sport festival – the Olympic Games.

The world at that time was not at ease. The French were still sore over Alsace-Lorraine. The Austro-Hungarian empire was always bubbling. Some critics pointed out that no German was appointed to the first committee – but one was appointed later by cooption. The Austrians were said to be concerned that they were not represented although a Hungarian and a Czech were. Coubertin was a diplomat and a pragmatist. He asked that "not too much should be expected of sport". Sport could not solve the problems of the world but it might make a small contribution to international understanding – if organized with skill and care.

He was also concerned that sport should be linked with festivals of art. In 1906 he was calling for programmes in architecture, dramatic art, choreography, decoration, letters, music, painting, and sculpture. In 1908 the organizers of London Olympics had drawn up "rules" for competitions in the arts. "To late for London these rules were utilized for Stockholm in 1912. Ironically, the last time they were used was in London in 1948.

Subsequently exhibitions were substituted for competitions – and a certain spark went out of this aspect of the Olympic movement. In the last 36 years there have been – and there still are – voices calling for the reinstatement of art.

Prior to the Los Angeles Games there will be a six week cultural festival; film, art, and theatre will be major activities. The Royal Shakespeare Company will take part in this festival. After the Games an international children's painting competition is foreseen; the best ten paintings chosen by each National Olympic Committee will be exhibited in Lausanne. There are thoughts for a major international sports and art exhibition at a later date.

Today the International Olympic Committee, while still ostensibly a private club, has endeavoured to change its elitist image. There are many black, brown, and yellow faces – to join the pink. There are three women members – from Britain, Venezuela, and Finland. The IOC is the major hub of an extensive world network comprising international sports federations, national Olympic Committees, Olympic cities, and an enormous army of volunteer enthusiasts.

One of the most significant developments has been that of commercial interest. Sport is now big business. It can generate hundreds of millions of dollars, particularly through television contracts. The problem is how best to distribute this revenue. One major application of these funds has been to cement "Olympic Solidarity". This world bank of sports expertise now has funds invested and utilises the interest to organize technical programmes, international training seminars in sports administration, and sports media techniques – especially for Third World countries. It will also be used to provide travel and accommodation costs for the nearly 150 members national Olympic Committees, so that they may all be represented at Los Angeles.

In Sarajevo, to open the fourteenth Winter Olympic Games, the Spanish president of the IOC, Juan Antonio Samaranch, reinforced the Olympic view that sport is "the image of peace". The Mayors of Sarajevo and Los Angeles sent a message of support for this view – and issued a joint medal to give substance to that hope. The secretary general of the United Nations added his voice to this pleas. Cynics will scoff but those of us who believe in the ideals of the Olympic movement, know that it is one world forum where the lamb can sit down with the lion. The late Philip Noel-Baker, Nobel laureate in 1959, statesman, and Olympian, expressed these ideals perfectly when he said: "Sport is life as it could be and should be".

Don Anthony is Principal Lecturer Avery Hill College, London and Chairman, Education Sub-committee, British Olympic Association.

The British Olympic Association, 1 Church Row, Wandsworth Plain London SW18 is providing four scholarships for young people to attend the 24th annual session of the International Olympic Academic in Olympia, Greece, July 4-19. The study topic is "The Olympic Games in the past, the present, and the future". The BOA would also like to hear from any educationist interested to attend a conference at Olympia June 25 to July 3 on "Olympism and education". In the summer the BOA will be launching a national children's painting competition, to run through the period of the Los Angeles Games. The best ten paintings will be sent to Switzerland late in the year to form part of an international Olympic exhibition.

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The groundsmen, God bless 'em!

By Paul Wapshott

That the battle of Waterloo was won on the playing fields of Eton is a quote attributed to the Duke of Wellington, and is perhaps one of the earliest references to the unsung contribution made by groundsmen. Unfortunately, attitudes to ground staff have shifted little, and they are still, all too often, regarded as mere labourers; troglodytes who emerge, clad in overalls and day-glo donkey jackets, from their netherworld lair that is festooned with musty nets and buttressed by out of season goalposts, and has the lingering aroma of creosote, linseed oil and paint.

At one time, not so far distant, the games master was expected to share these quarters, to unpack his sandwiches and sip his tea cheek by jowl with the honourable artisan. PE has since clawed its way to full staffroom status, no longer patronized or underestimated by more traditional disciplines; the groundsman remains isolated, an outcast, an ancillary – he is not an academic. But the world of the groundsman has undergone a quiet revolution.

Ground staff are specialists. There is a well-defined management structure which aims to provide an effective and efficient service which will satisfy the many diverse demands made upon it by, among others, the educational establishments. So grounds maintenance has become centralized, a pooling of resources and manpower, resulting in greater investment in machinery and more rational deployment of forces.

Programmes of construction and maintenance must be planned many years in advance. Deadlines have to be met, whether the marking out of a rounders pitch or a major reclamation project. There has to be constant retraining and assimilation of new methods and techniques. The implications and use of synthetic materials must be examined. The grounds maintenance service must act for the best interests of one of the largest land-owning groups in the country – the local authorities!

Each grounds maintenance unit has an infra-structure. On site are the ground staff actually carrying out the work; the much maligned creature at the sharp end, often taken for granted by teaching staff and abused by pupils. These men work under a foreman who carries the can for on-site problems. The foreman in turn is responsible to a supervisor who will oversee all the work required at a number of sites or a certain area. Organization demands paperwork, the collation and processing of which is done by white-collar technicians, many of whom will have come up through the ranks. Administrative and executive decisions are covered by administrative and section and department officers – a career structure to parallel any in local government.

Add to these other esoteric experts and consultants, such as arboriculturist or landscape architect, and the complexity and magnitude of the grounds maintenance service is much more than the parochial groundsman.

The budgets for such departments may at first glance appear enormous to the teacher who often wonders where the new set of strip will come from. Good housekeeping is essential not just for the day to day running, but also to ensure that policy is attainable. Like all true men of the soil, profligacy is abhorrent and all finance judgments must be based on sound principles.

The ground staff on site must be au fait with every mechanical and chemical aspect of the job. Lack of knowledge could be fatal in an inherently dangerous occupation – yet it is a measure of the care and training that ground maintenance units have a safety record second to none. That the lowly groundsman is no academic may be true, but he skilfully masters the geometrical problems involved in marking out a six lane 400 metres track from scratch – a job which not many graduates would willingly undertake. Repairing the ravages of the weather or vandals, all is tackled philosophically.

Oh! in all seasons the ever-perpetele nature of the job means that often the only shelter is not a welcoming staffroom, or even a works' canteen, but perhaps an enlarged garden shed or the cab of a vehicle, among the chemicals and the line-marker, the fertilizer and the shovels. All this and more is borne stoically be those whose skill and industry ensures that the PE teacher has the facilities to do the job.

Too often the groundsmen become strangers, almost faceless in their industrial masks, seemingly turning a deaf ear when wearing statutory ear defenders, aliens in their space age protective clothing and back packs as they spray selective weedkillers. The loss of a site-based groundsman has often been taken as a personal affront by PE staff, the little favours once sought are now not so easy. They work to a tight, work-study governed schedule and may seem elusive; or due to the vagaries of the British climate descend inconveniently with gang-mowers in the middle of a third year games lesson, reminiscent of an errant Boadicea discharging a wake of finely chopped grass, daisies and long lost golf balls.

It is important to cultivate a good working relationship with the ground staff. Attitudes can percolate up from the grass roots, but greater appreciation could be inculcated from Colleges of Education. The basic principles of groundsmanship should be included in the training of every aspiring PE teacher. The PE profession is perhaps no more dependent upon any other outside agency, and in order to produce the best of both facilities and teaching, close harmony is required between tracksuit and overall.

Paul Wapshott is a lecturer at Oswestry College.

THE PHYSICAL EDUCATION ASSOCIATION OF GREAT BRITAIN & NORTHERN IRELAND
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RESOURCES

On the map

The Earth Today – Britain: Mapwork 1 and Mapwork 2
By Ruth Way. Filmstrip and handbook price £5.20; optional audiocassette price £2.50.
Visual Publications, 197 Kensington High Street, London W8 6BB.

Cartography is a language. Although at times maps may be valued almost as works of art, they are essentially a way of storing and sending messages about landscapes and other spatial patterns. Their success, therefore, is limited by the fluency with which map makers are able to construct their language and map users are able to read it, but while map-making skills have shown great progress in recent decades, map reading remains significantly underdeveloped.

Two new VP filmstrips offer considerable potential in this context. Though covering conventional ground, they do in many respects represent a genuine innovation of balance in respect of their insistence on the primary importance of repeated cross-reference between landscape and map. Both filmstrips go further than most class-based demonstrations to reinforce this task at a variety of scales and from a variety of viewpoints.

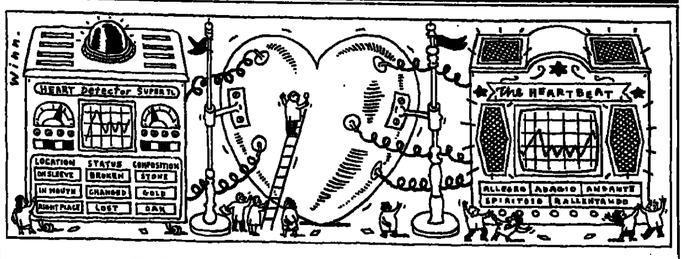
The author makes extremely positive use of the visual potential of the filmstrip medium. For example, the split screen format is an ideal approach to visual comparison, and offers numerous opportunities to relate landscape and simplified map, to connect an air photograph with its corresponding map, or to contrast maps at different scales. Similarly, the superimposition of annotating text or symbols on landscape photographs provides a subtle visual reinforcement of the feature/symbol link – the basic core of the cartographic language.

Mapwork 1 deals with introductory concepts of scale, symbol, direction and position. These notions are presented through lively examples of actual map-using tasks, and between them cover a comprehensive but not exhaustive range of the components of the 1:50000 Ordnance Survey Map. The pace and detail of presentation attempt a generally successful compromise between the needs of the 10-11-year-old beginner and those of the O level group, dividing attention between simple sketch and actual OS extracts. It is possible on occasion to query whether the full potential of the presentation has been achieved, but the end-product remains a powerful and pleasurable introduction to maps.

Maps 2 aims rather higher by covering the more complex topics of height, slope form and gradient before linking these properties to represent basic landforms. The sequential form of the filmstrip is used to good effect to build up complex concepts from simple components.

The examples used are again excellent, and the conventions remain essentially those of the Ordnance Survey (though excluding the valuable OS convention of labelling contours so that the figures are read facing upslope). Visual hiccups, such as a diagram of a one-in-four gradient alongside the one-in-five map symbol, do little to detract from what is overwhelmingly an extremely imaginative and professional treatment.

M J Clark



Heart throbs

John Tranter looks at biology equipment for investigating the human heart

Being able to perform investigations directly on the activity of the human heart is an attractive idea for many biology teachers, but the means by which such work can be carried out have not been available until relatively recently, nor do they come particularly cheaply.

All the equipment reviewed here boosts the small electrical voltages associated with contraction of the heart muscles so that they can be monitored in some way. Problems of safety always arise when experimenting on pupils and the design of the different instruments and their accompanying notes address themselves to these problems in various ways.

The Bio-Monitor is an American instrument, available here from Griffin and George. It is essentially a millivolt amplifier which is battery powered and so poses no physical hazards. The unit is compact and simple; apart from the power switch, there are no controls to adjust. Two metal electrode plates are supplied which are placed on the wrists and held in place by rubber straps. Connexion is made to the two input terminals on the Bio-Monitor, and after a variable delay of 10–20 seconds, electrical heart activity is detected and signalled by the flashing of a light-emitting diode and "beeping" noises from a speaker within the unit. These signals are in time with the pulse rate.

No problems were experienced with the Bio-Monitor which gave good results with a variety of subjects. The display of heart action is, however, rather limited and the Bio-Monitor is in effect little more than an up-market pulse meter. The documentation supplied with the equipment suggests a variety of activities, but it would be unwise to follow some of these as they involve suggestions for altering the heart rate by various means including the administration of caffeine and atropine.

The Unilab Biological Amplifier is a much more sophisticated instrument. Its design is such that it is entirely safe in use. It is battery powered and there are no electrical connexions between the inputs and outputs, so should a fault develop in an attached oscilloscope, there is no risk of the body receiving any voltage via the intermediate amplifier. Safety considerations are stressed in the accompanying notes, including the dangers of students developing emotional distress through the display of apparently unusual electrocardiogram (ECG) traces.

Input signals are fed into the left of the amplifier via three 4mm sockets. Electrode plates and rubber straps are attached to both wrists and one ankle for displaying an electrocardiogram, and are connected to the amplifier. Output from the amplifier is to an oscilloscope. After a short "settling" period with the subject relaxed, motionless and preferably lying down, an ECG trace is displayed on the scope. Input sensitivity and time base controls on the scope are adjusted to give the most clear trace. An audio control on the amplifier is now adjusted until a "beeping" sound is produced, synchronized with every R wave of the ECG trace (the electrical activity associated with ventricular contraction).

The bio-amplifier also provides the facility of recording an ECG signal onto a tape recorder. For this a DIN socket and leads are provided. This facility is particularly important if a permanent record of an ECG trace is to be made. This involves photographing the trace on the oscilloscope screen – a procedure which is well described in the notes but which involves the use of a SLR camera with macro lens or extension rings for close focus work. It is unlikely that, having demonstrated the bio-amplifier's use in class, a teacher would then have the time to photograph the results at once – hence the need to record for work at a later time.

The bio-amplifier can also be used to monitor electrical signals from muscles and, with the audio signal facility, the effect of exercise on the heart rate (though there is too much interference from contracting muscles to investigate ECGs or heart rate *during* exercise.)

This article is part of an occasional series commissioned by Chelsea College Centre for Science and Mathematics Education

In use, the amplifier was simple and effective. The need for a good contact between electrodes and skin was immediately apparent, but this could usually be achieved. With more difficult subjects, applying salt water beneath the electrodes helped considerably, and occasionally it was necessary to remove the surface layers of dead skin by rubbing with fine sand paper. With the best subjects, a clear ECG trace was obtained, showing the large QRS waveform together with the smaller P and T wave peaks. With other subjects, the P and T parts of the trace were less distinguishable from the background "noise" of electrical interference (though the amplifier is effective in suppressing much of this).

With the standard oscilloscope of the type used for general laboratory work in schools, the ECG trace does *not* remain displayed on the screen but is a transient image with each sweep. For this reason, the photographic recording of results on the oscilloscope is recommended so that it is possible to study and view clearly all parts of the trace. There will, however, be an appreciable delay between using the bio-amplifier in class and seeing the most effective display of the traces obtained.

This is not the case with the ECG Interface now being supplied by Philip Harris. It is designed to be used with a single-channel analogue/digital interface unit (also from Philip Harris) and a variety of different microcomputers. Safety has again been an important feature of design. The interface is battery powered and an optical fibre is used to send signals from the ECG unit to the A–D interface, so again there is no danger of voltages from faulty equipment being transmitted to the body.

Three electrodes are provided, consisting of a strip of electrically-conducting material with a "velcro" fastening. Two are wrapped around the thumbs and one attached to the ankle. The electrodes are easy and comforable to wear, but the thumb straps are connected to the ECG unit via leads with crocodile clips which do not attach at all easily to metal tabs on the electrodes. The ECG unit has an automatic cut-out facility after about three minutes' use, to conserve battery power.

The A-D interface, into which signals from the ECG unit are fed, enables the monitor screen of the microcomputer to perform the functions of a storage oscilloscope. In this way, unlike the Unilab instrument, a display of a number of ECG waveforms can be studied and held on the screen for as long as necessary. This certainly makes detailed analysis of ECG traces immediate and easy. The A-D interface has sockets for ohms, voltage and high impedance inputs. It can be used for a wide variety of monitoring applications, but only the input of ECG signals is considered here.

An appropriate connecting lead between the A-D interface and microcomputer and a software program is also required to make the display of ECG traces possible. Different versions of the lead and software are available for six makes of microcomputer. The ECG and A-D interfaces were tested with a Research Machines 380Z microcomputer, but most other widely used models are catered for.

Once loaded into the microcomputer, the program provides a number of options for the types of display required. These are selected by typing simple commands on the computer keyboard. The instruction to use a repeating, slow, real-time graph of about three seconds" may be initially a little confusing, but a grid is soon displayed on the monitor screen. A trace sweeps slowly across the grid, the speed of which can be altered as desired. The vertical position of the trace on the screen can be adjusted with a control on the A-D interface. With the ECG interface switched on, and after a variable time of up to 30 seconds, a series of ECG waveforms is traced across the grid. The trace is automatically erased and then repeated unless the "hold" command is given. The trace can also be inverted by a simple command if the ECG waveform appears upside down.

The traces obtained with the Harris equipment were of a high quality and with the best subjects all the different peaks of the waveform were clearly shown. Some problems were encountered with the elimination of all interference, but in most cases a clean trace was eventually obtained. Being able to hold the traces on the screen for detailed examination was a most valuable facility. The Harris apparatus is certainly the most useful for effectively displaying ECG traces to a class, but it is also expensive if the A-D interface, software, connecting lead (and microcomputer) are not already available. Biologists interested in exploiting the potential offered here should consider persuading their other science department colleagues to make a joint investment.

Equipment and suppliers
Bio-Monitor £65.80 from Griffin and George, Gerrard Biological Centre, Worthing Road, East Preston, West Sussex, BN16 1AS.
Biological Amplifier (Cat no 743.001) £70.51 from Unilab Ltd, Clarendon Road, Blackburn, Lancs BB1 9TA.
Single-channel analogue/digital interface (Cat no P870207) £79.00; program software for 380Z (disc – cat no P870268), PET (cassette – cat no P870309), VIC (cassette – cat no P870359), BBC models A and B (cassette – cat no P870402), ZX81 (cassette – cat no P870451), Spectrum (cassette – cat no P870505), £9.50 each; connecting lead for use with 380Z (cat no P870657), VIC (cat no P870682), PET (cat no P870700), BBC Model A (cat no P870759), BBC Model B (cat no P870803), ZX81 (cat no P870852), Spectrum (cat no P870906), £20.00 each; and ECG interface (cat no B729408) £68.50, all available from Philip Harris Ltd, Lynn Lane, Shenstone, Staffs WS14 0EE.

Next week

Alan Vincent reviews the Independent Learning Project for Advanced Chemistry

notes

HEAVY-DUTY RECORDER
A heavy-duty recorder for the BBC, Acorn and other personal computers has been developed jointly by Bell & Howell and Lasalink Viewdata – the Bell & Howell LVL 3179CX.
According to the manufacturers the recorder is designed specifically for use in schools, with case, mechanism and circuit boards especially hard-wearing and shock resistant. Special operating keys are also included with their function symbols in relief so that blind users can identify their products. Price £395, excluding VAT. The [illegible]

TIME-TELLING FOR TODDLERS

Hickory D Clocks have produced a new Early Learning Clock for toddlers. Each division of the clock face is marked with a large Arabic numeral with the appropriate time term beside it. For instance, beside 1 is "5 past". The clock is also decorated with colour illustrations of the four seasons above the face. Price £13.99 + VAT from Hickory D Clocks, 35 St Marys Road, Hayling Island, Hampshire PO11 9DB.

BP RESOURCES CATALOGUE
BP's Resources Catalogue for Schools and Colleges 1983–84 is now available. The catalogue covers a wide range of educational resources for 9 to 16-year-olds and the over-16s. Films, videocassettes, computer software, resource packs, booklets, wallcharts and slide sets cover science and technology, biology, environmental studies, geography, chemistry, chemical engineering, physics, microelectronics, CDT, economics, business studies, history and engineering.
Catalogues are available from BP Educational Service, PO Box 5, Wetherby, W Yorkshire LS23 7EH.

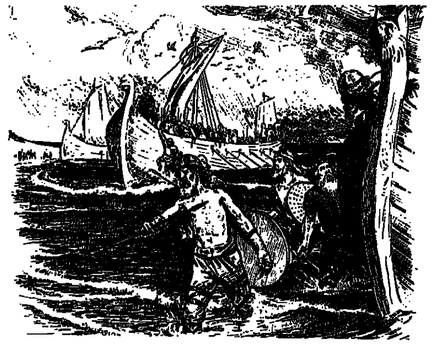
STAFF DEVELOPMENT ACTIVITIES
One of the latest publications from the Schools Council is "School-based Staff Development Activities: A Handbook for Secondary Schools" by D Oldroyd, K Smith and J Lord.
This is an anthology of "good practice" from 11 schools in Avon LEA, and offers 27 activities for use and adaptation in staff development work, ranging from whole-staff conferences to initiatives taken by small groups of teachers. It is available, price £7.95 from Longman Resources Unit, 33–35 Tanner Row, York.

ANTI-SEXIST WORK
The Women's Education Group in conjunction with the Department of Cultural Studies has organized an exhibition of work that challenges sexism in education. The exhibition aims to show the range of anti-sexist work that has been undertaken in schools and youth clubs, and some of the resources produced for anti-sexist initiatives.
The exhibition runs from March 6–22, Monday to Friday from 10 0am to 6pm, at the Cockpit Gallery Holborn, ILEA Cockpit Arts Workshop (Annexe), Princeton Street, London WC1.

UNITED KINGDOM IN FIGURES
The population of the United Kingdom increased from 53.3 million in 1962 to 54.8 million in 1982. In 1982 over 95 per cent of households in the United Kingdom had the use of a television set, more than 60 percent had the use of a car, and over 75 per cent had use of a telephone.
These and other essential facts and figures for 1962, 1972, 1981 and 1982 on population, employment, education, the environment, law, energy, and the standard of living, plus a summary of the nation's accounts for 1982 are available in the latest edition of "United Kingdom in Figures", which is available free from the Press and Information Service, Central Statistical Office, Great George Street, London SW1P 3AQ.

MEDIA

LIGHT ON DARK AGES



James Bromwich on "The Making of Britain", a series of televised lectures on the years 400 to 1066

The Making of Britain
Series of 12 programmes
Channel 4, LWT
Sundays 1.30–2.0pm.

The shadow cast by 1066 is a large one. It is much more than a date marking the appearance of a foreign dynasty, a new ruling class and a new socio-economic system, feudalism. Indeed it is not simply the conventional changeover for an English History period, but has instead come to be taken as almost the beginning of History itself. Before lies the obscurity of prehistory, the exotic of Roman Britain and the mythical world of Arthur. Nowhere else in Europe has there been so effectively created an image of the "Dark" Ages through this single-minded stress on one event.

The 1980's have seen a growing interest in the centuries beween the departure of the Romans and the arrival of the Normans. The highly publicized excavations at York, the British Museum Viking exhibition, the BBC television series *In Search of the Dark Ages* have all demonstrated and contributed to this trend. *The Making of Britain*, currently being shown on Channel 4, adopts a simple formula to examine the period. Twelve different scholars each concentrate on particular features drawn from the crucial years between 400 and 1066. They have ranged from the decline of Roman power and the conflicting forms of early Christianity in Britain, to the significance of the Saxon warrior king and the role of Eastern trade routes in Viking expansion. It is a wide perspective and justifies the series title.

The approach adopted to examine the past also makes clear that it is our perceptions that create history. The imposition of 1066 may be heavy on the popular mind, but historians using new evidence drawn from the written sources, the study of language and place names, as well as the growing body of archaeological material, have been doing a great deal to extend our understanding of the period and rescue it from obscurity. Nor is it simply a question of new evidence; as Richard Hodges has shown in his major new book on *Dark Age Economics*, it is as much about the questions we ask of the evidence. Our understanding of towns and trade in the Early Middle Ages has been considerably advanced by his knowledge of anthropology. It is a pleasure to have him contributing to the series.

Yet the programmes are unsatisfying. The problem is the formula used. It is stilted, though no doubt cheap. After a sweeping camera move through white clouds ("the mists of time"?), the titles announce the programme. The week's scholar then walks onto the set and proceeds with a lecture to the audience.

Once A J P Taylor turned this format into some of the most exciting television experiences ever. However, he never had to put up with the artificialities of the invited audience. He knew that the real purpose was to communicate with the television viewers, not a tiny group of students, sitting ill at ease, keeping straight faces when the cameras turn to them. This puts the viewers' senses in conflict: the words of the lecturer do not deal with them, yet our eyes are compelled to look at them. We are made aware of their reactions rather than our own.

The decision to give the scholars lecterns to stand behind might have seemed a method of helping them feel unexposed; sadly it only serves to stress the static nature of the programmes. Nuances of tone and gestures of arm and body are frequently frozen. The unrelaxed atmosphere is emphasized: Liam de Paor unhappily fiddles with his papers, Philip Dixon drums his fingers and Patrick Wormald smiles enigmatically. These are men who have made major contributions to history and deserve to be shown in a more sympathetic teaching situation.

The producers have attempted to overcome the shortcomings of the format by using illustration. However, it is little help diverting attention from stilted lecturing to still photography; a slow panning shot of Offa's Dyke only stresses its inadequacy compared with film. If particular features were being pointed out rather than a general reference being made, it would matter far less, but this is rarely being done.

The most successful has been Klaus Randsborg. He has been prepared to talk directly to the viewer and has not appeared to be frozen rigidly behind the lectern. Perhaps because he is using a foreign language, more likely because he is so keen to express his views on the dynamics of the Viking world, he overcomes the limitations imposed by the programme and wins our interest.

He argues that the two phases of Viking expansion were based on contrasting economic foundations in Scandinavia. The first followed the drying up of the Eastern trade routes and led to plundering raids and settlement, the second followed the expensive creation of a Danish state which, lacking the wealth brought by trade in luxuries, turned instead to organized large-scale attacks to bring in tribute, then taxation from conquests. It is a thesis he has presented in books with all the supporting evidence he can assemble. In the short time available he has wanted to convince us as well. It is the essence of historical debate and the basis for good television; the pity is that he has had to achieve this success despite the limitations imposed by the programme format.

You can do better?

Robin Buss on "Anything We Can Do", a comedy series on the micro chip

Anything We Can Do
Channel 4, Living Tape
Sundays from March 11
4.45–5.15 pm.

C4's new series on the micro assumes that in the field of information technology one is either a buff or a duffer and addresses itself to the duffers. As with and earlier series on DIY, the informative content is fairly thinly spread across a slice of situation comedy involving three characters: Helen, her father Mike and her husband John. Helen is a teacher who wants to get with IT for professional reasons; Mike has been made redundant and finds IT to fill in the time; and John is the inevitable sceptic who thinks IT is something to put in his gin and prefers to do his sums on the back of an envelope.

The tone is reminiscent of those government information films about Granny's attempts to get the hang of decimal coinage. This has nothing to do with the fact that the series is backed by the Department of Trade and Industry, but comes from the assumption that the viewers' confidence will be increased if they are presented with characters so gormless that they are bound to feel superior. It is a sound educational principle (thinking you are something of an expert, even when you are not, can help you to become one), but the mixture needs careful handling. The storyline has to be twisted to meet up with the micro in its various applications without appearing too contrived and over 10 programmes even the consenting viewer is likely to experience some irritation with the formula.

The best feature of the series, as with all C4's broadly educational output, is the attempt to find new ways of putting the information across and the provision of supporting material as an encouragement to go further. The first programme introduces Mike to the Information Technology Exchange in Milton Keynes and the back-up leaflet reveals that there are similar centres throughout the country. There is also a series of six booklets containing some hard information on applications of IT in education, in small businesses, in the home and for the disabled.

Meanwhile, making no concessions to duffers, the C4 series *Voices* on January 29 showed a debate on artificial intelligence between Margaret Boden and John Searle. It was a model of its kind: the participants were given one simple question (is it possible that machines could ever replicate human intelligence?) and allowed to discuss it on their own terms with only minimal interference from the chairman, Ted Honderich. Long before the end, they had forgotten that people like me might be eavesdropping on their conversation and were deep in the problem of intentionality. They left this viewer aware of his ignorance and with some unanswered questions which kept him awake into the early hours of the morning. That, too, is a way of getting your audience involved.

Equal pay for equal work

Victoria Neumark on "Women in the Twentieth Century", a series on the changing roles of women

SCHOOLS RADIO
Women in the Twentieth Century
BBC Radio 4 VHF
Thursdays 10.15–10.35 am.

So much for decades of argument on "man's work" and "women's work". The makers of *Women in the Twentieth Century*, though careful to maintain their aims of breathy and amused impartiality, do not lose sight of one of feminism's most telling arguments: power comes out of the mouth of the purse. It is the struggle for equal pay for equal work to which they give most airplay.

Perhaps this is the nature of feminism (thought most suitable for school-girls: the work of women is always economic as is liable to distortion as concentration on the ideal. Thus the first programme, "The Angel on the Hearth", misled when it attributed Effie's defection from her husband John Ruskin to the strains of perfect wifehood. Ruskin's importance or his inadequacy – as Victorian paterfamilias – were as much to blame. It is difficult, as the programme acknowledges, to generalize about the lot of half humanity, particularly in the mid-nineteenth century when class differences emerged so striking and so unfair. Contrasting the lives of bored middle-class women with the "work-horse" wives of Lancashire tends to accentuate difference rather than a common oppression.

If we then say it was common to all women that they were slaughterly, hated little mother and boys did what they liked", we are only half-way to finding a stance. Without looking at the repression of sexuality, its relation to inheritance and property, the history of women in the twentieth century is just another specialist interest instead of a vital issue at the heart of things.

Some of the other programmes in the series do look at this sort of material, notably the last, "A Woman's Right to Choose". The chronological approach, however, predominates from "The Angel on the Hearth", we move to "The New Woman", her mind fixed firmly on the vote, her wrists chained to the railing. Did militancy delay the vote for women, as Fenner Brockway here suggests, or was it the war, bizarre as it may seem today, of men being outvoted by women and losing control of the country? The vote at that time assumed an importance which gaining it was to belie. Edith Pepper, one of the suffragettes, talks of the "inner meaning of getting the vote" which was to "do away with all wickedness in the world". "But of course," she adds, "it hasn't". And so – on to the struggle for "equal pay for equal work" foreshadowed by Ada Nield Chew who demanded "a living wage, ours is a dying wage" when Lancashire mill girls earned a tenth of their men's wages.

As the third programme in the series, "Your Country Needs You", pointed out, there are two parts to this struggle. First, to get the work, second to get the pay. The war effort ensured that women got a crack at "man's work". Two generations later we still have only twelve airline pilots, the same number as in 1945. Despite legislation the down-grading of the work to a lower payscale as soon as women do it continues. The jump between the centre lathe and the sewing machine has widened again. For what, women, does your country need you?

The history of women in the twentieth century seems like the search for the blue bird. First women tried to break the mould of docility and purity; but that wasn't it. Then they got the vote; but that wasn't it. Then they got interesting work; but that wasn't it. What do women want? asked Freud. What does a woman most desire? asked the perfect knight of the loathly lady. In all cases the answer has been the same, "Her own way". What might most interest the student of history is the lengths man has gone to to deny her, and why. This radio series is a very valuable introduction to What has been going on, but no more than a pointer to Why. Excellent teachers' notes by Sheila Rowbotham.

briefings
radio & tv

For schools

MUSIC TIME
(Mon 10.15, Thurs 14.15, BBC2)
Seven to nine-year-olds are introduced to the story and music of "The Sleeping Beauty".

ZIG ZAG
(Mon 11.00, Wed 14.40, BBC2)
"How Old is It?" presents a whole range of evidence to help eight and nine-year-olds date objects.

WORDS AND PICTURES
(Mon 14.01, Wed 11.00, BBC2)
The Trog family decide to pull down a tree, introducing five to seven-year-olds to all sorts of tools and materials as well as "ch" at the beginning of a word.

ELECTRONICS AND MICROELECTRONICS
(Monday–Friday 00.30, VHF4)
NB A self-contained basic course for 14 to 16-year-olds bridges the gap between school physics and microelectronics. Explains the working of transistors, circuits and microchips. Kits and filmstrips are available from BBC Publications.

HOW WE USED TO LIVE
(Wed 11.39, Fri 9.47, ITV)
"A Tonic for the Nation" shows the reaction of ordinary people to the 1951 Festival of Britain. Nine to 12-year-olds investigate the reasons for the festival's success and see some of its attractions.

YOUR LIVING BODY
(Thurs 10.50, Fri 9.30, ITV)
Two programmes on "The Bloodstream" use x-ray techniques and ultrasound scans to show 13 to 15-year-olds the circulation and function of human blood.

QUEST
(Thursday 14.40, VHF4)
"Global Family" focuses on one of the main problems which divide the people of the world – famine.

Continuing education and general interest

LETTING GO
(Sunday 13.25, BBC1)
Parents and teenagers discuss the age-old problems of youthful revolt, sexual development, money and independence.

SPARKS
(Wednesday 19.40, BBC2)
This series concentrates on the energy, enthusiasm and enterprise of modern young people. Six films present a variety of stories about 15 to 19-year-olds who wrote to Ratio 1 on projects they were undertaking.

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Please address classified advertisements to:– John Ledbrook, The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX.
Classified Advertisement Rates:
Single column £1.84 per line (min. 3 lines).
Classified Display £10.50 per s.c.c. (min. 8.5cm x 2 £199.50).
Box number facility £4.00.
Copy deadline (space permitting) Monday preceding Friday of publication.
Corrections deadline 10.30am Tuesday preceding Friday of publication.
Cancellation deadline 4.30pm Monday preceding Friday of publication.

Nursery Education

Deputy Headships Second Masters/ Mistresses

BERKSHIRE

CIPPENHAM NURSERY SCHOOL
St. Andrew's Way, Slough, Berks.
Required for this N.U.R. 80 (188 pt. - 14[5]) Nursery School for 156 children, earliest possible DEPUTY HEADTEACHER (Group 4). Nursery training and/or experienced essential. Further details and application form available from the Headteacher, Mrs. [illegible]. Closing date March 16th, 1984.
Berkshire County Council is an equal opportunity employer. (905[10]) 100[15]

CO-ORDINATOR FOR PRE-SCHOOL PROVISION

£11,364–£12,738 (PO3)
(Re-advertisement)

The City Council has declared its intention to pursue a development programme for children of pre-school age with a view to ensuring that day nursery, nursery school or nursery class provision is available, on a full-time basis, to all children of pre-school age whose parents so wish.

Applications are invited for this newly-created post, the duties of which will be to co-ordinate future developments throughout the City in response to local needs for these facilities. The post will be located within the Community Liaison Section of the City Solicitor & Secretary's Department and the person appointed will work closely with the Education and Social Services Departments and the voluntary organisations.

Applicants should have a background of experience and/or academic qualifications in the field of pre-school provision.

Previous applicants will be reconsidered and need not re-apply.

Car allowance and removal expenses are payable in appropriate cases.

Application forms, returnable by 19th March, 1984, and further particulars may be obtained from the Director of Personnel and Management Services, PO Box 88, Municipal Buildings, Dale Street, Liverpool L69 2DH. Tel: 051-227 3811, Ext. 706).

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability.
(227[1])

CITY OF Liverpool

EALING

LONDON BOROUGH EDUCATION SERVICE NURSERY TEACHERS IN DAY NURSERIES SCALE 3 OR PART TIME SCALE 2
The Authority seeks to appoint for April 1984, or as soon as possible thereafter, two full-time qualified nursery teachers or an equivalent number of part-time teachers, to work principally in day nurseries for children under the control of the Social Services Committee.
One of these vacancies carries responsibility for the induction of the present teacher at Longest Day Nursery. Applications are invited from teachers who have completed their probationary period and preferably have some further experience in nursery education. The teachers appointed will be attached to a Nursery School and will be generally responsible to the Head of that school but they will also have to develop a close working liaison with the Officer in Charge of the appropriate day nursery.
Scale 2 salary (for full-time appointments only) plus £981 London Allowance and Social Priority Allowance). Teachers Conditions of Service.
Application forms and further details may be obtained from the Chief Education Officer, Hanbury House, 79–81 Uxbridge Road, London W13 3RU (01-579 6060). 100[16]

BOTSWANA

NURSERY/INFANT TEACHERS to run a kindergarten for 3, 4, 5 & 6 year olds in Botswana.
Qualified teacher required, minimum 2 years' experience.
2 year contracts, including flights and modest living allowance.
Regret no funding available for dependants.
Applicants must be resident in the U.K. or Ireland.
Write for details, including a short C.V. and 14p stamp to: International Voluntary Service, 53 Regent Road, Leicester LE1 7LQ. (Tel: 0533 [illegible]). 100[14]

Primary School Education

Headships

SOMERSET
ROCKWELL GREEN C.V.P. PRIMARY Nr. Wellington
For September 1984. Head for this Group 3 School.
Application form and details (SAE) from the Starting Gate Recruitment Department, County Hall, Taunton TA1 4DY. Closing date 29 March. (5[illegible]) 100[10]

BRENT

LONDON BOROUGH OF BRENT
EARLSDEN JUNIOR MIXED AND INFANT SCHOOL
Acton Lane, NW10 8UH
(Tel: 961 2133, Social Priority School)
Required to start as soon as possible until 31st August 1984.
TEMPORARY TEACHER (Scale 2) to work in well equipped nursery to replace a seconded teacher. Nursery experience and training necessary. Visits essential. Possibility of permanent appointment to Borough staff for suitable applicant.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Application forms (and Brent IT Junior Secondary booklet, re Multi-Cultural Education) from [illegible] obtainable from the Head-teacher. Closing date [illegible] Days. (6038)

BRENT

LONDON BOROUGH OF BRENT
BERRY LODGE JUNIOR MIXED AND INFANTS SCHOOL
Poplar Grove, Wembley HA9 6HR
(Tel. 904 5134)
Required from September, Temporary TEACHER (Scale 1) Visits required.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent IT is specifically committed to Multi-Cultural Education.
Application forms (and booklet re IT) obtainable from the Headteacher. Closing date [illegible] Days. (6038)

ilea Inner London Education Authority

HEADSHIPS

BAYONNE ROAD NURSERY SCHOOL
Ancill Close (Bayonne Road), Bayonne Road Estate, London W6

Applications are invited from teachers with training and experience in nursery education for the headship of this new nursery school which is expected to open later in 1984. There are 60 places which will be offered either on a full or part-time basis. Burnham Group 2 plus Inner London allowance.

EASTWOOD NURSERY SCHOOL
Aubyn Square, (Off Roehampton Lane) SW15

Applications are invited from teachers with training and experience in nursery education for the headship of this nursery which will become vacant on 1st September 1984. Roll 62 full-time and 32 part-time. Burnham Group 2 plus Inner London Allowance.

Please send foolscap sae for application form and further details to Education Officer, ECAT316, County Hall, London SE1 7PB. Closing date for the return of completed forms 23rd March.

ILEA is an equal opportunities employer.

(6274)

Education Department
Re-Advertisement

Teacher for Shared Unit/Day Nursery

Bonington Infant School – Bulwell Day Nursery

A teacher with experience of nursery work is required for Easter, or as soon as possible thereafter, to work partly in a nursery unit and partly in a nearby day nursery. The teacher will be appointed on Scale 2 as an unattached teacher based in the nursery unit.

Application forms and further details are available (s.a.e.) from the Director of Education (Ref: S26) at County Hall. Previous applicants need not re-apply. Closing date : 23rd March, 1984.

(2296)

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

ilea Inner London Education Authority

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following posts:

DEPTFORD PARK (JM) SCHOOL
EVELYN STREET SE8 5RJ

Vacant now. Roll 189. Burnham group 4 plus Inner London allowance.

RANDAL CREMER (JM&I) SCHOOL
ORMSBY STREET, E2 8JG.

Vacant now. Roll 216 (plus 10 F/T 26 P/T nursery) Burnham group 4 plus Inner London Allowance.

TUFNELL PARK (JM&I) SCHOOL
DALMENY ROAD (CARLETON ROAD), N7 0HJ

Vacant now. Roll 212. Burnham group 4 plus Inner London allowance.

Please send foolscap sae for application form and further details of above posts to Education Officer, EO/T310, County Hall, London SE1 7PB. Closing date for the return of completed forms 23 March.

ST AUGUSTINE'S R.C. (JM&I) SCHOOL
DUNRELD ROAD, BECKENHAM HILL, SE6 3RD.

Roll 132. Headteacher required for this school from 1 September, 1984. Burnham group 3 plus inner London allowance. Applications are invited from practising Catholic teachers who are suitably qualified and experienced.

Application forms obtainable from the Chairman of Governors, Rev D. Burke, 86 Beckenham Hill Road, SE6, to whom completed forms should be returned by 23 March.

ST FRANCESCA CABRINI R.C. (JM&I) SCHOOL
HONOR OAK PARK, SE23 3LE. Tel: 01-699 5662

Applications are invited from suitably qualified and experienced teachers for the Headship of this school. Vacant on 1 September, 1984 on the retirement of the present Headteacher. Roll 341. Burnham group 5 plus inner London allowance. Applicants should be practising Catholics and hold the Catholic Teachers' Certificate.

Application forms and further details are available from the Chairman of Governors, Rev D. Burke, 86 Beckenham Hill Road, SE6, to whom completed forms should be returned by 23 March.

WESTMINSTER CATHEDRAL R.C. (JM&I) SCHOOL
BESSBOROUGH PLACE, SW1V 3SE. Tel: 01-821 8040

Roll 190. Burnham group 4 plus Inner London allowance. Headteacher required for 1 September, 1984. Practising R.C. essential. Details and application forms obtainable from the Headteacher Mr J. B. Cullen, at the above address, to whom completed forms should be returned by 23 March.

ILEA is an equal opportunities employer.

(6276)

County of Cleveland

ST. BERNADETTE'S R.C. PRIMARY SCHOOL, Cookgate, Nunthorpe, Middlesbrough, Cleveland TS7 0LP.

HEAD TEACHER (Group 4)

Applications are invited from suitably qualified and experienced teachers for the above headship for September, 1984. Applicants should be practising Roman Catholics.

Forms of Application and further details are obtainable from and returnable to, The Chairman of Governors, Rev. K. F. Treby, St. Bernadette's R.C. Presbytery, Gypsy Lane, Nunthorpe, Middlesbrough, Cleveland TS7 0EB.

Financial Assistance with household removal expenses is available in approved cases.

Closing date for applications 23rd March, 1984.

(6263)

PRIMARY HEADS
continued

AVON COUNTY

1. ST BONAVENTURE'S RC CE JM&I SCHOOL, Egerton Road, Bishopston, Bristol BS7 8HP
Salary in accordance with Group 5
Vacancy from 1st September 1984
2. EASTVILLE/GREENBANK JM&I SCHOOL, Coombe Road, Eastville, Bristol BS5 6LD
Salary in accordance with Group 5
Vacancy from 1st September 1984
Now school opening in September 1984 as a result of the amalgamation of the existing Eastville JM and Greenbank Infants' Schools
3. BANNERMAN ROAD JM&I SCHOOL, All Hallows Road, Easton, Bristol BS5 0BR
Salary in accordance with Group 4
Vacancy from 1st September 1984
Further details and application form, returnable by 23rd March, from Director of Education, PO Box 87, Avon House North, St James Barton, Bristol BS99 7EB. Please enclose sae.
Avon is an equal opportunities employer. (9454A) 110010

BERKSHIRE

WOODSPRING HILL COUNTY PRIMARY SCHOOL, Stanbridgeart, Bracknell, Berks. RG12 4DD
N.O.R. 375
Required September 1984, HEADTEACHER (Group 3).
Application forms and further details from the Director of Education (Ref. PDC) Shire Hall, Shinfield Park, Reading RG2 9XE (SAE). Closing date March 23rd. (9954)
Berkshire County Council is an equal opportunity employer. (6094A) 110010

BERKSHIRE

ST. FRANCIS R.C. (AIDED) PRIMARY SCHOOL, Friars Road, Ascot, Berks. SL5 9HD
N.O.R. 170
Required September 1984, HEADTEACHER (Group 4). The Governors wish to appoint a well qualified experienced person who is a practising Catholic, to lead an able team of 6 teachers in a school where academic progress, personal nurture, spiritual development and team work are each valued. The school is well established, closely integrated with both parish and community and enjoys a high level of parental support. It is small (equivalent 5 and is set in spacious grounds and play areas.
Application forms and further details (large SAE please) are available from the Chairman of Governors, Monsignor Egan, 13 Aspen Drive, Ascot, Berks. SL5 8LZ. Closing date March 23rd, 1984.
Berkshire County Council is an equal opportunity employer. (6095A) 110010

BERKSHIRE

OAKFIELD COUNTY FIRST SCHOOL, Imperial Road, Windsor, Berks. SL4 3MM
N.O.R. 200
Required for September 1984, HEADTEACHER (Group 3).
Application form and further details from the Director of Education, (Ref. PDC) Shire Hall, Shinfield Park, Reading RG2 9XE (SAE). Closing date March 23rd, 1984.
Berkshire County Council is an equal opportunity employer. (6094A) 110010

BROMLEY

LONDON BOROUGH OF BROMLEY
BOSTON PRIMARY SCHOOL, Franklin Road, Penge, London SE20 7TG
HEAD TEACHER, GROUP 5
Applications are invited from suitably qualified and experienced teachers for the above post, tenable from September 1984.
Application forms and further details available from the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1SB (foolscap s.a.e. please), to whom completed forms should be returned by 23rd March 1984. (5778E) 110010

BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN
RISE C of E COMBINED SCHOOL, Moreland Drive, Gerrards Cross
Group 6
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this well established (voluntary controlled) school for pupils aged 5 - 12 plus. Applicants should possess the ability to give a good lead in the curriculum development of the whole school.
Application form and further details available from the Education Officer, 36 London Road West, Amersham. Closing Date: 26 March 1984. (6470I) 110010

BUCKINGHAMSHIRE

COUNTY COUNCIL
HADDENHAM COUNTY FIRST SCHOOL, Woodways, Haddenham, Aylesbury HP17 8DS.
Applications are invited for the HEADSHIP of this school from SEPTEMBER 1984.
Present Roll: 105 pupils aged 5 - 8 plus.
Group 3.
Assistance with removal expenses is given in approved cases.
This is a re-advertisement and previous applicants will automatically be reconsidered.
Application form and further particulars (s.a.e.) from, and to be returned to, the Education Officer, Exchequer Street, Aylesbury, Bucks. HP20 1UH. CLOSING DATE: 26th March. (6471O) 110010

BUCKINGHAMSHIRE

COUNTY COUNCIL
Beaconsfield/Chiltern Area
CURZON C of E COMBINED SCHOOL, Penn Street, Amersham
(Group 4)
Applications are invited from suitably qualified teachers for the post of Headteacher (Group 4) of this well established school for pupils aged from 5 - 12 plus.
Application form and further details available from the Education Officer, 36 London Road West, Amersham. Closing date 26th March 1984. (6472O) 110010

CAMBRIDGESHIRE

THE GROVE COUNTY PRIMARY SCHOOL, Cambridge
Applications are invited for the following HEADSHIP to commence in September 1984.
HEADTEACHER (Group 3)
COUNTY PRIMARY SCHOOL, LINTON C.E. (A) INFANTS' SCHOOL,
Group 4. 161 on roll
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge. CB3 0AP (s.a.e. please) returnable by 26 March. (6458H). 110010

CAMBRIDGESHIRE

Applications are invited for the following HEADSHIP to commence in September 1984.
COUNTY PRIMARY SCHOOL, LINTON C.E. (A) INFANTS' SCHOOL,
Group 4. 161 on roll
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge. CB3 0AP (s.a.e. please) returnable by 26 March. (6458H). 110010

CAMBRIDGESHIRE

BENWICK C.P. SCHOOL, High Street, Benwick, March, Cambs. PE15 0XA
Tel: Benwick 366
Previous applicants should indicate if they wish to be reconsidered.
GROUP 2
REQUIRED FOR SEPTEMBER, 1984.
Applications are invited from suitably qualified and experienced candidates for the Headship of this Group 2 primary school.
Further details and an application form available from the Senior Area Education Officer, Education Office, Thorpe Road, City Road, Peterborough PE1 1UJ (s.a.e. first class). Closing date 26th March, 1984. (6458T) 110010

DORSET

HAMWORTHY FIRST SCHOOL, Blandford Road, Hamworthy, Poole
(age range 3 - 8, 368 on roll)
Required September 1984 - HEADTEACHER, GROUP 4
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of s.a.e.
Closing date 26th March, 1984. (6767J) 110010

BRUCE GROVE INFANT SCHOOL,
Sperling Road, London N17 6UH

HEAD TEACHER
(GROUP 4)
required for September, 1984

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher.
This school has been designated one of social priority and an additional allowance of £201/278 p.a. is payable.
London Allowance (£987) payable.
Removal expenses – 100% allowed in approved cases.
Further details and Application Forms (s.a.e.) may be obtained from the Chief Education Officer, Education Offices, 48-62 Station Road, Wood Green, London N22 4TY, to whom form should be returned by 23rd March, 1984.

(2280).

Haringey
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

LONDON BOROUGH OF REDBRIDGE

Required for September 1984
St. Vincent's RC Primary School, Waldegrave Road, Dagenham, Essex RM8 2QH. Tel: 01-590 2769.

HEAD TEACHER
Group 4
(£10,572–£11,784 plus £645 Outer London Allowance)

The Governors of this Roman Catholic Primary School invite applications from suitably qualified and experienced committed Catholic teachers for the post of Head Teacher.

Application forms and further details of the post are available from the Director of Educational Services, Leyton House, 255–259 High Road, Ilford, Essex (Tel: 01-478 3020 Ext. 193).

Completed application forms should be returned to this office marked "For the attention of the Chairman of the Governors" within a fortnight of the appearance of this advertisement.

(2288)

SOCIALISM AT WORK

Tameside Metropolitan Borough

Education Department

HEADTEACHER
DENTON ST. JOHN FISHER RC PRIMARY SCHOOL – GROUP 4

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this Roman Catholic Primary School. Applicants must be committed and practising Catholics.

Application form and further details obtainable from The Director of Education, Education Office, Staffing Division, Wellington Road, Ashton-under-Lyne, Lancs. OL6 6DL to be returned to Reverend Father T. Baker, St. John Fisher Presbytery, Manchester Road, Denton, Manchester M34 1WS. Closing date for the receipt of applications is 26th March 1984. Ref: TE1453/TES.

(2279)

Wiltshire
Primary Education
HEADSHIP POSTS

HOLY FAMILY R.C. JUNIOR SCHOOL,
Marlowe Avenue, Swindon, SN3 2PD
Group 5 Expected N.O.R. September 1984 – 220
Re-Advertisement

Head Teacher required for September/84. Applicants must be suitably qualified practising Catholics. This modern school is situated in a pleasant residential area of Swindon and has excellent playing field facilities. The school has a number of academic, musical and sporting traditions. Previous applicants will remain under consideration and need not re-apply.
Application forms and further details (S.A.E. please) may be obtained from The Director of Education, County Education Office, Bythesea Road, Trowbridge, Wilts. BA14 8JF, and should be returned to him by 23rd March, 1984. The Governors of the Voluntary Aided School wish to be informed of applications from practising Roman Catholics.

DEPUTY HEAD TEACHERS

CALNE DUNSTAN C.E. CONTROLLED JUNIOR SCHOOL,
William Street, Calne, SN11 9BD
Group 5. N.O.R. 200

Replaced from 1st September, 1984, by the 8 class Junior School with very good modern buildings situated on a pleasant site which is shared with the adjacent Infant School. It serves a predominately urban catchment area on the northern side of the town.
Application form and further details from The Head Teacher (S.A.E. please). Closing date for applications is 23rd March, 1984.

HILPERTON C.E. PRIMARY NEWLEASE,
Hilperton, Trowbridge, Wilts.
Group 4. N.O.R. 146
Re-advertisement

Replaced from September, 1984. Applications are invited from experienced, enthusiastic teachers who will make a positive contribution to language development throughout the School.
Application forms and further details (S.A.E. please) from and returnable to, The Head Teacher. Previous applicants need not re-apply but if they wish their applications to be reconsidered they should write informing the Head Teacher. Closing date 23rd March, 1984.

(2328)

EXTRA
PRIMARY BOOKS

A lost opportunity?

Mary Jane Drummond responds to the Schools Council's 'Primary Practice'

Primary Practice – a sequel to The Practical Curriculum. Schools Council Working Paper 75.
Methuen Educational £5.95.
0 423 51260 9

Do you know that extraordinary feeling when someone is describing a film that you've been to recently, or an incident you saw yourself, and you suddenly realize that she or he is getting it all wrong? Don't you leap up and down, and wave your arms and shriek: "but it isn't like that at all!" Well, I do. This little personal revelation is an introduction to an attempt to convey some of the emotions I have

is play no longer respectable?

been wrestling with since I first innocently, and in good faith, sat down to read the Schools Council's latest offering *Primary Practice*.

The earlier booklet from the same source, *The Practical Curriculum* left me unmoved by any fiercer feelings than tedium, and distaste for the abstract noun: so why does new book, billed as its successor, arouse such a tempest of protestation in me? At first it seemed that the only way to explain my reaction would be to cobble together a bundle of extracts from each and every chapter; but slowly I began to disentangle coherent themes from the welter of exclamation marks and underlinings that accompanied my first reading. And I am now beginning to understand why and how this book offends me so deeply.

I am not for a moment suggesting that there isn't anything sensible in the book at all; of course there is much of value: good sensible stuff about good sensible teachers and good sensible schools. And when you inspect the references and further reading list, you see the reason for this: the authors quote copiously from impeccable sources – Plowden and Bullock, of course, the Primary Survey, and many other equally irreproachable but always semi-official publications. The chapter that describes, for example, what the teaching of science in a primary school should be, is excellent in itself, but is really little more than a student's resumé of the Science 5-13 about children, and about schools.

Of all the offences against teachers I will select just two to detail here. The first, and perhaps the less serious, is that the book does not seem to address itself at all to the ideas that really concern teachers. The chapter on mathematics, for example, is a dreary procession of examples of maths teaching: readers are then invited to consider how effective each example is (no prizes for spotting the goodies, though I do feel that developing work on tessellation because "someone has brought a honeycomb to the nature table" has rather a dusty look to it). The issues agitating the teachers that I know and work with are a good deal more complex than sorting practices into good and bad, but they do not figure here. For example, there is no discussion of the difficult balance we try to achieve between the teaching of abstract number and practical maths; no mention of the often considerable overlap between the syllabus of a junior school and its feeder infant school; no recognition of the sometimes substantial pressures brought by parents to teach formal number skills ever earlier and earlier; and so on. Extracts from the Cockcroft Report, or *A View of the Curriculum* are no substitute for a proper examination of questions that teachers genuinely find difficult, and seriously want to discuss with each other, and with the community they serve.

The chapter on language and literacy is equally remarkable for what isn't in it. You will scan these pages in vain for the names of the pioneers and leaders in this field: whatever your personal allegiances, wouldn't you expect to find references to at least some of the stars: Britten, perhaps, or Dixon, or Nancy Martin, Wells, Tizard, Tough, Jill Bennett or Cliff Moon? No: they are now apparently non-persons, and we are offered instead long lists of objectives for spoken language, listening and spelling that are quite staggeringly banal, except where they are bizarre. Quotations would be invidious, but Objectives 15–17 from *The Literacy Schedule* may give a flavour of what we are supposed to be asking kids to do: "15. Prepare and propose a note *(sic)* of thanks. 16. Prepare and propose a motion for a debate. 17. Prepare and propose a toast". The whole chapter is quite amazingly remote from the real interests, excitements and achievements of classroom teachers. Even the alluring photograph on the front cover (a sweet little blonde child poring studiously over her Sentence-Maker) turns out to be a signpost to another glaring omission – there is simply no mention of the tremendously important impact that the Breakthrough to Literacy materials have had on the teaching of reading.

But a more serious crime against teachers than this studied indifference to the real lives they lead in classrooms is the picture that the book conveys of teachers as learners: it seems to me to be a sadly negative and low-level one. The authors' approach to teacher development must be extraordinarily naïve and optimistic if it is exemplified by the few paltry questions that conclude each chapter. A typical example: "Does consideration of the examples quoted here suggest any ways in which your school might improve its own planning of work in Mathematics?" To be logical, the next question should have been "Will your answer to that question have any effect on your school or your practice whatsoever?" And the answer would be "Of course not!" Teacher development is a good deal more complicated than this.

Now for offences against children: there are too many to catalogue in detail, but it is very difficult for teachers of young children to understand why there is no serious discussion of the learning that results from children's play. Nor is there any reference to the teacher's task in providing for, and participating in this vital part of every child's experiences in school. Nursery and infant school teachers will be left with the message that children's play is no longer a respectable, or even acceptable, part of the curriculum.

There are, I freely admit, a few glancing references to another equally important issue – the problem we have learned to call "mis-match" – and there are a few polite requests to teachers to try to avoid it. But there are too many examples of teachers mis-matching with all their might and main for these pleas to sound very convincing. I'm not impressed, for example, by a teacher of 11 year-olds who introduced a game of snakes and ladders, from which he was able to assess, among other things, "whether pupils could match one-to-one".

This is not an exhaustive survey of what *Primary Practice* doesn't say about the teachers and the children I know; depending on your personal interests you will find many more examples for yourselves. Those interested in working with parents, and developing concepts of community education (and there are quite a few of them about) will be disappointed to discover five pages (out of 200) devoted to their concerns; but that is five more than are given to the problems of those working with children who come to school speaking little or no English.

The final charge that I would make against *Primary Practice* is that it seems to fly in the face of what we all know to be true about schools: that there are both wonderful ones and dreadful ones (with every degree of variation in between). Many teachers have worked in both kinds, and must wonder as I do, why the authors didn't have the courage to describe and denounce some of the atrocities that are committed in the name of education. They seem to have thrown away a golden opportunity to be heard in the furthest corners of even the dankest staffroom.

There is, to be fair, dotted around the text, a little, a very little, negative comment about schools as they really are, but it is of an un-porelleled feebleness, only too easy for teachers to ignore. If the authors seriously want

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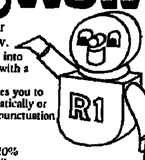

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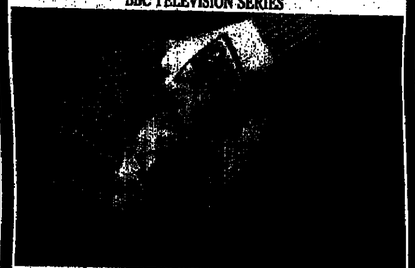

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Blanks in teaching

Myra Barrs questions the usefulness of traditional English exercises English

Put the following into the past tense: How (you, learn) your own language? (It, be) by filling in a lot of blanks? (Your parents, drill) you in the use of irregular verb forms in your cot? (You, spend) hours learning the difference between "a futile exercise" (sing) and "some futile exercises" (plur)? In short, (you, learn) by performing mechanical operations on artificial language, or by being a language *user*, in real language contexts, from your earliest childhood?

English exercises are back in earnest. What is more, they're back in bulk. Megatons of them are delivered daily, and in publishers' catalogues new versions and editions stretch out to the crack of doom.

What is going on? Well, it isn't hard to guess. Back to basics is still the fashionable, boring cry. The HMI have pointed out with unusual force that there is definitely no lack of emphasis on basic skills in schools, and that the challenge now is to offer a richer curriculum, one in which reading, writing and mathematics are used for real and interesting purposes. But publishers go on commissioning the same kind of dull, routine and, dammit, *ineffectual* books of drills – and schools go on buying them.

It may be helpful here to glance at the empirical research that has, again and again in this century, demonstrated the ineffectualness of language exercises as a preparation for actual language use. Since the turn of the century, a steady stream of researchers have published papers which have, in one way or another, shown that practising grammar points in a vacuum does not improve children's actual written English. A useful summary of this work can be found at the end of the first chapter of Andrew Wilkinson's *The Foundations of Language*. From the list, we may pick out the work of Boraas (1917) who, "found higher correlations between scores in grammar, history and arithmetic than between those in grammar and those in composition". (This study is similar to a recent piece of independent research by a teacher who found that his class's performance on SRA predicted their performance in mathematics, but not their performance in English). Then there was Macauley's study in 1947, which suggested that the teaching of grammar might actually hinder rather than help the development of pupils' written English, simply because of the amount of time it required. Heath (1962) showed that a group of pupils who were taught "library-centred English" with no grammar exercises, were, after nine months, significantly ahead in composition compared with another group who had had a traditional "classroom-centred" programme of English, including English exercises.

In America, John Mellon (1969) did an exhaustive study of research on the relationship between formal grammar instruction and writing skill. The results of his investigation were unambiguous: he did not find a single study to support the idea that instruction in grammar improves writing. More recently, in New Zealand, a study of the effect of teaching traditional grammar, transformational grammar, or no grammar at all to three groups of secondary school students concluded that "English grammar, whether traditional or transformational, has virtually no influence on the language growth of typical secondary school students". Lucy Calkins (1980) found that a class of nine-year-old children who had no formal instruction in punctuation, but who were in a writing classroom where they used punctuation all the time, were able to explain almost three times as many kinds of punctuation as another class of nine-year-olds in the same school who had had much less writing time, but who had studied punctuation systematically through exercises and tests. All this supports the Bullock Committee's belief that "Explicit instruction out of context is in our view of little value".

One could go on, but to what purpose? It is all quite clear, for anyone who actually wants to know. A recent *Horizon* programme showed that teachers of modern languages are making the same point. "Explicit instruction out of context" – grammar teaching, exercises and drills – is an extraordinarily inefficient way of teaching language. The problem is partly the nature of language itself, which is rule-bound, but often not bound by the kind of normative rules that grammar-book writers seek to impose on it. Partly, however, it is the nature of the human mind that is the stumbling block. Perfectly adapted to the acquisition of language in real human contexts, and to the use of a complex grammar that is inductively and unconsciously acquired, it proves stubbornly intractable to attempts to teach language through deductive methods which require the conscious application of grammatical principles.

These arguments about language acquisition are widely accepted as text in which it might occur. Sententious, pedantic, often surrealistic, it speaks out of an unknown world: being true of the spoken language, but not always recognized as being just as relevant to written language development. This, however, is the fundamental point in the case against English exercises. The way to develop as a competent user of the written language is not through practice out of context. It is through writing – and of course, and most importantly, through reading. There are no short cuts. Children who are readers are naturally at an advantage; they are becoming increasingly familiar with the shapes and rhythms of the written language. And children who are writing at length, and who are using written language to express meanings that are important to them, are also learning how to work with the patterns of that language, and make it work for them.

It is astonishing, therefore, that anybody thinks it worthwhile for children to spend time filling in blanks, or putting the apostrophe into the "brothers-in-law's trousers", when they might actually be using that time for *learning to write*. A look at some of the books of exercises currently in use in British schools, and being published by British publishers at this end of the twentieth century, is a disheartening experience.

The language found in these books is all, of course, artificial language. That is, it has been invented to teach certain language points. Sometimes it is hard to imagine any natural language con-

"Terrier, corgi, spaniel and collie are all dogs." "Your foot is at the end of your leg." "Does that fish come from Brazil?" "Asking for food, he received nothing but jests and jibes that cut him to the quick." "They all, save the smallest boys, volunteered for the boxing contest." Sometimes whole lines seem to spring straight out of a Joe Orton play: "Why did you not deliver Mr and Mrs Armitage's *Daily Telegraph*?" "Cups, saucers and plates were put on the table by Doreen's mother".

Everybody gets steamed up about the social world of children's books these days: nobody seems to notice that the social world of English exercises is one in which Doreen's mother is always doing the housework, and where social relationships resemble those in prewar novels: "The hunters met a friendly tribe of Indians." "Father gave his old suit of clothes to a tramp." "The door was opened by an aged servant." "The general told his men 'Do not shoot until you see the whites of their eyes'." "On top of getting measles, being left out of the team was awful." "An archangel is an angel of the highest rank." As well as being artificial, over-correct, genteel, always sexist and sometimes racist, the language of English exercises is sanitized. English is, as we know, a language which has no rules, only exceptions. Nobody would ever guess, from these ironed-out examples, that using the written language ever presented writers with problems, or that the problems could ever be interesting. There is always one correct way.

'Those children are eating!' says the caption to this illustration by André Amstutz from *Tell-Tale Tiger*, one of Allan Ahlberg's Help Your Child to Read series (Granada £1.95 each). Meant for parents, but worth a look by teachers of the first classes, since reading is definitely associated with enjoyment in these attractive little hard-back books.

continued from previous page

(eachers to "agree on what needs to be done", or critically to ask themselves "Could we be doing better?" (an unusually promising chapter heading), they will have to write a book that is a great deal more inspiring and more realistic than this. One last spectacular example of a lost opportunity: the authors refer to the finding of the First School Survey that fewer than half the schools in the survey had staff meetings. But they do not register alarm, disgust, shock or horror at this truly amazing statistic. Instead they languidly comment "it is difficult to imagine how these schools could set about evaluating their aims, processes and achievements". Well, yes, but it's *impossible* to imagine how sentences like that can do anything to set the rubber right.

When adults are invited to comment on the correctness or incorrectness of, for example, a piece of punctuation, they rarely refer to the "rules". They say things like this: "That doesn't sound right."

"I don't think the second one needs a comma."

"The rules say that, but it isn't what you'd say."

"It strikes me as wrong."

This, in fact, is how most competent writers of English make their decisions about punctuation. They are experienced in the written language, and their sense of its rules is inductively acquired. They have a subtle sense of the use of punctuation for pause and emphasis, and regularly appeal to the ear, to the tune of the language, in coming to a decision. A major objection to English exercises is that they hardly ever appeal to children's actual knowledge of written language. Instead, they teach over-simple rules, and drill them through sentences in which meaning does not matter.

In the absence of a large body of English grammar which is unambiguously right or wrong, the composers of exercise books create their own body of knowledge about language which has nothing to do with grammar and precious little to do with anything else. Children are asked to supply the names for the homes of animals (earths, hives and eyries) or to turn "masculine" nouns into "feminine" ones ("The hunter shot the huge tiger"). They "learn" the short forms of verbs (isn't, hasn't) forms that they

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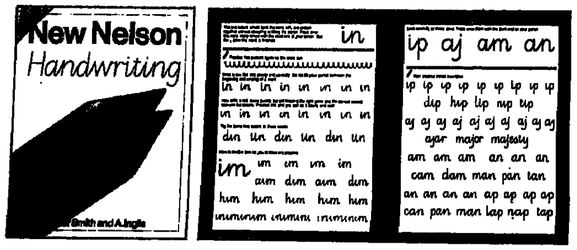

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Key Maths Level 2 Book 7. By A L Griffiths and H P Shannon. Oliver and Boyd £2.75.

Basic 9 A Day. By A L Griffiths. Oliver and Boyd £1.40.

First Year Assessment Papers in Mathematics (2nd Edition). By J M Bond. Nelson Pupils Book 95p. Answer Book £1.25.

Intensive Practice Tests Arithmetic 1 and 2. By W J Love. Blackie Pupil's Books 65p. Teacher's Books £1.20.

Intensive Practice Tests Workbook 1 and 2. By W J Love. Blackie Pupil's Books 65p. Teacher's Books £1.20.

Reviewing mathematics texts for use in primary schools can be a rather frustrating occupation. Each new batch renews the expectation that there will be something original, well produced, attractive and inexpensive among the offerings. Publishers' catalogues and leaflets are often crammed with interesting and colourful detail about the publications being launched and are obviously designed to attract the teacher to send for a specimen copy in order to take a closer look. Unfortunately all that glisters is not gold and, more often than not, teachers are disappointed by the reality, especially when it is compared with the promise.

A good effort to provide something different has been made in *See The Maths* by Sandra Gilfeather. The book contains facsimiles of 14 everyday written documents such as a cereal packet, a comic or a toy catalogue. Each of these is accompanied by about 10 mathematical questions which can be answered by direct reference to the illustration, plus one or two other activities supposedly designed to extend the child's mathematical thinking. It is an excellent idea, but is rather let down by the inclusion of a large number of boring questions which require arithmetical manipulations beyond the needs of a child, and which would be more suitable as practice material in using a calculator. Combined with the drab, colourless design it does not really measure up to its promise.

The Complete Tables Book by L P Millinship and D R Howells appears to be a revised omnibus version of their 1981 series *Master Your Tables*. It is a vast improvement on the earlier books. By reducing the number of repetitions of the multiplication bonds to be learned they have in fact enhanced the attractiveness of the books. Use of a range of vehicles for practising revision and retention of the bonds should interest children and teachers, assuming that you believe that "tables" are best learned by rote memory rather than by careful application and the development of understanding of their structure. Printed in two colours, it contains attractive illustrations and has an excellent cover design. My main quibble is that a trade version is being sold for home use and in unskilled hands could merely add to a child's frustrations about numbers.

With a title like *Think About It: Problems in Basic Maths* one might be optimistic that it is a series which has taken the recommendations of the Cockcroft Report to heart and which contains activities for teaching and learning problem solving techniques. Alas I was disappointed. Technique is mentioned on only one page in each book. This is followed by some 50 pages of closely printed "word problems". Clearly there are different interpretations of the word "problem". However, within this limitation it is true to say that the problems have been carefully grouped and graded and if teachers wish children to concentrate on "word sums" then the books would provide a suitable source from which to glean material for individual needs.

Basic Arithmetic Puzzles 1 and 2, by Michael Holt and *Basic Arithmetic Practice* by K A Hesse are further examples of the increasing trend towards provision of home-learning texts. Indeed these are part of a whole series covering maths, reading and writing, and handwriting. The puzzles by Michael Holt are imaginative and interesting and, although not graded systematically, could make a useful contribution to the stimulation of a younger child's learning. The less I say about the Hesse Practice Books the better. They consist of 32 pages of calculations without any other activity. The most interesting illustration is of a 5ml medicine spoon!

Key Maths Level Two Book 7 by A L Griffiths and H P Shannon is the latest volume of the long-time-being-completed Key Maths series. As in all the books by A L Griffiths the material is extremely traditional, uses tried and tested ideas and approaches to each mathematical skill and is totally unadventurous, making few demands on the teacher in terms of knowledge or organizational skill. This is one of the attractions of the series for many teachers. It is safety maths *par excellence*. The books are well bound, use clear print, and have easy to read headings. I must admit, however, that the latest volume becomes rather wordy where it tries to be both teaching and practice material, but it is no worse than many others. If it had been produced just a few years ago I believe it could have replaced the Alpha and Beta series in the hearts of traditional chalk and talk teachers. Unfortunately it is now a bit too late and has lost too much ground to really succeed.

Basic 9 A Day by the same author suffers and gains in the same way as Key Maths. If you like the approach, of supplying a number of graded arithmetic computations and word problems for "practice" each day, then this book is a match for the rest of the series and will sell equally well. The books are unpretentious, arithmetically sound, but highly restrictive on a child's mathematical development because of their narrow range and remarkable ease of use in the classroom.

First Year Assessment Papers in Mathematics by J M Bond and *Intensive Practice Tests Workbooks* by W J Love are simply a series of mixed questions in diagrammatic, numerical and work form. They are not standardized, do not relate to a particular scheme or approach, and do not seem to be the results of wide ranging and intensive trialling and evaluation. They concentrate only on very low level mathematical knowledge and skills, containing no items to test practical proficiency and omitting any attempt to test translation, interpretation, extrapolation, application or problem solving. There can therefore be no valid use for the results.

Among contributors to the Extra

Mary Jane Drummond is head teacher of Holt House Infants School, Sheffield.
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Katie Morag Delivers the Mail is a charming new picture book by Mairi Hedderwick (Bodley Head £4.95). Katie Morag mixes up all the parcels to be delivered on the remote Scottish Isle of Struay but her dear old granny, who happens to wear dungarees and drive a tractor, comes to the rescue and all is well.

Techniques

Codes and Ciphers, by J C Hawtin, (Ladybird) begins with a demonstration of the use of secret writing in antiquity and leads up to an authentic introduction to one of the cental principles of the Second World War Enigma cipher. Each stage of technical development is clearly presented and lucidly explained with practical exercises, to which the answers are supplied at the end of the book. Mr Hawtin writes for the interested child without condescension, and his book will provide older junior or younger secondary pupils with a good deal of enjoyment.

Colin Garratt's **Taking Photographs** (Ladybird) is also an excellent book. Starting with the basic cameras and snapshots with which children are familiar, Mr Garratt provides carefully-considered advice on how to take better pictures without spending a fortune on equipment. This is not necessarily a simple matter, and the book's clear illustrations are accompanied by quite demanding text. However, the child who really wants to know about photography will learn a lot from this book, particularly if it is accompanied by practical guidance from an interested adult. **Painting and Drawing**, both by Kathie Layfield, from the same series offer useful technical advice and deserve consideration from the school library. 70p each.

John Bald

Human machine

Junior Body Machine. Edited by Christiaan Barnard. Kestrel Books £5.50. 0 7226 5829 X.

Looking after the human body has become a thriving industry over the past few years, and many aging examples are subjected to jogging, aerobics, and diets – all in the cause of undoing the habits learned in childhood when our physiological knowledge of the species was much more limited.

It is refreshing, therefore, to find a text which sets out to explain to young people how their bodies are made and how they operate. The organs are described as the nuts and bolts of the human machine and frequent comparisons are made between such things as cars and pianos, in order to explain the operation of the parts. The structure of, and activity within the cell are described, as is DNA and the making of a baby.

From the teacher's point of view, difficult areas have not been avoided and the book deals with feedback mechanisms, memory, learning, growing up, emotions, feelings and the development of personality. In the final section, *Junior Body Machine* intelligently informs about the best methods of health maintenance: having enough sleep, eating the right food and taking exercise.

The format is good in that each topic is arranged on a double page. The text is simply written with new terms being introduced in bold type, and the whole is well supplemented with both black and white and colour diagrams and photographs. Interesting facts are highlighted within line boxes and there is a question on each page, the answers to which can be found just before the index.

This interesting and useful book deserves a place in the primary and middle school library and many parents will feel encouraged to provide it for their children because it deals with awkward questions in a straightforward way, without losing that human touch.

Jean E Baron

Continued from page 44

use every day of their lives with no noticeable difficulty. They learn the singular and plural forms of ox (oxen) and cannon (cannon). They are drilled in the use of clichés ("Make up sentences which use the following similes: as fresh as a daisy, as pleased as Punch, as dry as dust"), and over and over again they learn about language points that writers of exercise books fear they may get wrong.

With a kind of mad solicitude, the writers of these books continually point out to children the very connexions that they want them to ignore. "These words are commonly confused" they explain, and proceed to provide children with plenty of practice in confusing them. Off and of; here and hear; their, there and they're; and (the oldest favourite) to, too and two are practised until it is a wonder that there (their, they're) is a child in the land who doesn't confuse them.

But, as everyone knows, when children come to write, however much practice they have had in this kind of decontexualized language use, they make errors. And errors do frighten people. We know much more, from linguists, now, about error and language learning. We know that making errors is a natural part of learning to speak, and that errors can often represent imperfectly formulated rules. We know that the same is true of learning a second language and that language learners regularly begin by making certain errors which, at a later stage of learning, they will correct. We also know that correction has very little effect on error – and that correction is generally too random to be helpful in any case. We know that, as language learners gain more information through exposure to the language, their language becomes more correct; there is, in Don Holdaway's words, "a gradual approximation towards correct forms". But on the whole we are only just beginning to apply these insights to the learning of the written language. The interest in miscue analysis is, however, an indication that, in the case of reading, they have begun to be accepted.

Written errors are possibly more disturbing to us than spoken errors. They are there in black and white, evidence of imperfect learning and also, we fear, of imperfect teaching. It is simpler to get the red pen and blot them out than to consider how children can be helped to develop a reader's eye for their own mistakes.

Anxiety about language, in our class-bound society, is never far away. And, as Randolph Quirk points out in *The Use of English*, anxiety about language is particularly marked in the nervous middle classes, who expend a disproportionate amount of energy on a "shabby obsession with variant forms of English". So exercises that suggest that you can be come up if you recognize certain uses as unambiguously right or wrong may be popular for that reason. Or, as a book in front of me puts it: "Different from . . . RIGHT. Different to . . . WRONG. Different than . . . VERY WRONG."

(The Oxford English Dictionary, on the other hand, says "*from, to, than*, all used by good writers past and present.")

We can all very easily be made to feel nervous about our own language. And nervousness is a bad basis for taking the kinds of risks that a language user has to take. I am reminded of the boy who said he was making his writing very small "so they won't see the mistakes."

It *can* be daunting to see how many errors children make when they write freely. Teachers who do not want to discourage children about their writing are rightly reluctant to point out every error in a young writer's story. Books of exercises *seem* to offer a solution – a place where errors can be marked and right forms practised without so much danger of children being discouraged. Language is split in two, into a part that is "mechanics" where the "tools" are sharpened and polished, and a part that is "creative" where expression, not accuracy, is the thing. Exercises offer a means whereby teachers can believe that they are dealing and, in an accountability climate, be seen to be dealing, with the sharp end of language. But the possibility of such a division is illusory, and the mechanical analogies are inapplicable.

I am not, it seems necessary to stress, arguing against the accurate use of language, or against the study of language as a subject interesting in itself. As a writer and an English teacher, I naturally find language a subject of absorbing interest, and as an educationist I want children to have every opportunity to become effective speakers and writers of English. But I am opposed to false solutions, and that is what English exercises are. They reduce the whole fascinating business of the discussion of language to a mechanical exchange, where the child is a filler in of blanks, and the teacher is a ticker and crosser. Appearing, as they do, in quantity, in the catalogues of every educational publisher, they are bought in quantity, and influence practice in very negative ways. And soon, heaven help us all, we shall have Ridout on floppy discs, and the computer screens of the country will be glowing with *to, too,* and *two*. It seems a shame, when all that precious time could be used for learning to write.

Myra Barrs

The following books and courses were referred to:
1. Haydn Richards: Junior English Guide.
2. Eileen Sanders: Primary English, Blackie.
3. T. G. Ledgard: Punctuation, Cassell.
4. Graves & Grimshaw: Smudge and Chewpen, Edward Arnold
5. Fielden Hughes: Using Commas, Hart-Davis.
6. Gee & Watson: The Usborne Book of Better English, Usborne.
7. Bill Ridgway: Twelve to Sixteen, A Graded English Course, Edward Arnold
8. Sue McCowan: English Composition, The Artemis Press
9: Oliver Gregory: Oxford Junior English, Oxford University Press.

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Cultivate the garden

Gerald Haigh on the many pleasures of poetry

Go to the big mossy wall which surrounds the curriculum and open the door marked "Poetry" and you will find yourself in a wondrously bewildering landscape. Babbling brooks and bosky dells are overshadowed by spray-painted concrete buildings. Little blue-eyed girls in party dresses chase butterflies, stalked by barefoot ragamuffins with black faces and Liverpool accents. Look closely and you will spy Walter de la Mare gazing longingly at the moon, Spike Milligan peering maniacally through the undergrowth, Charles Causley serene in a deckchair and Michael Rosen striding purposefully across the flower beds with his hands sawing the air. It is a scene of great richness, but which contains the same sense of unease that you find in a surrealist painting.

The problem is, I suppose, that we have always found it difficult to "place" poetry within our Western culture. Poetry, after all, is personal and carries the distinctive voice of the poet. This being so, and given the varied nature of the audience, there is always a fair chance that any given poet's voice will be unintelligible to – or may even offend – the listener. Many a parent, secure in the front room with the cat on the hearth, finds Roger McGough's "The Lesson" a little hard to take. Indeed, an anthology of the letters written to schools about this poem would constitute a statement as trenchant, if not as subtly distilled, as the poem itself.

More of such disagreements anon. For the moment let us simply be thankful that anyone opens the door in the wall at all. That poetry is neglected in school as in society at large seems fairly clear and is yet another example of the way that the arts are having to fight to justify their right to existence.

Things are certainly better, though, than they were in the early Sixties. Since then there has grown up a very strong lobby of teachers and poets who between them insist on the child's right of access to poetry, who back this up with a steady stream of poems and teaching material, and who endlessly promote the cause in articles, journals and personal appearances. Moira Andrew, for example, head of Severn Beeches Primary School in Bristol, is Chairman of the Schools Poetry Association which puts out *Schools Poetry Review* three times a year as well as a steady flow of broadsheets and poetry cards. Interested teachers can find out about the SPA from Twyford School, Winchester.

Another fervent evangelist is Wes Magee, head of Brough Primary School, Humberside. A poet himself – as so many of the enthusiasts are – he lectures to teachers about poetry and practises in his own school what he preaches. "With young children," says Wes, "the aim is to enrich their language; to lead children into the skill of using language in a particular way".

Implicit in what Wes Magee says is the notion that children will want to write poetry as well as read it – that contact with language which strikes, stirs or affects will help and encourage the child towards the development of his own writing. Central to this "workshop" approach is the work of Sandy Brownjohn, whose two books *Does it Have to Rhyme?* and *What Rhymes with Secret?* (Hodder and Stoughton, £3.95 each) continue to figure strongly in the work of a great many primary teachers.

Sandy Brownjohn, of course, offers numerous teaching techniques, many of which have become universally popular in the primary classroom. Haiku and cinquains abound on display boards, especially after a Brownjohn visitation to the area. Not that this is wrong. The only possible doubt arises out of a feeling that such elegantly simple and effective devices may become, in the wrong hands, ways of effortlessly conjuring poetry from nowhere, and that instead of using form to hone and discipline experience, children may just be juggling syllables, happy in the knowledge that teacher will shout "great" and reach for his wall stapler. Even then, it seems churlish to complain. Children who are writing haiku are not, after all, working through Ridout books.

Clearly, though, what matters much more than the creative writing techniques offered to teachers in the classroom is the underlying attitude to the children's lives of writing by other people. At one time there were few good poetry anthologies. Now there are a great many, nicely bound, attractive to handle and well illustrated. All of this is as nothing, though, if there is no enthusiasm from the teacher. If teacher is keen on poetry then it hardly matters what his tastes are. Sir Henry Newbolt's name is conjured with but little by the cognoscenti, and yet I have seen a class enthralled by a teacher reciting to them, from memory, "The Old Superb".

The wind was rising easterly, the
morning sky was blue.
The straits before us opened wide
and free;
We looked towards the Admiral
where high the Peter flew,
And all our hearts were dancing like
the sea.

This is not, of course, a poem written for children, which only goes to show that any attempt to make a distinction on these lines is doomed to failure. W H Auden wrote, in a preface to a 1963 collection of poems by Walter de la Mare: "While there are some good poems which are only for adults, because they pre-suppose adult experience in their readers, there are no good poems which are only for children". I suspect, too, that the area of adult experience which is off-limits to children may be smaller even than Auden assumed. I teach children many songs

"And I say: but it's the only nose I've got/you can't take my nose away". This quotation is from Michael Rosen's *You Can't Catch Me*, with illustrations by Quentin Blake (Deutsch).

which are about adult love, and though their experience is necessarily limited they are nevertheless very sensitive and thoughtful in their understanding of what the writers are saying.

Quite young children, too, can perceive and take to themselves the feelings which underlie the war poetry of Owen and Sassoon. Poetry is a vehicle for experience – a way of carrying feeling from the writer to the audience – and a child does not need to have lived in 1916, to have been in love or to have stood on the deck of a sailing ship to feel in his heart the quickening which good poetry provokes. We cling resolutely to the illusion that to be adult is to be very wise and very experienced, and that to be a child is to be naive and ignorant. We do, admittedly, gain some advantage from the assumption, but it is a continuing hindrance to the proper education of our heirs.

Paradoxically, a teacher's own enthusiasm for poetry may work against her pupils in that she may look to her own favourites at the expense of giving children the kind of variety they need.

For that reason every school should possess some good "library" anthologies of which the best is probably still *The Oxford Book of Children's Verse* (OUP £7.50). Edited by the Opies, this is not actually intended as a children's book, but it is valuable source material for the teacher all the same. The various Puffin anthologies, too, some of them edited by Charles Causley, are good for the kind of experience-broadening that I am advocating here.

There really need be no limit to the search for poems to put before children. Many a young teacher brings to class the writings of Bob Marley and Tom Paxton. If they are acceptable as poets, then so undoubtedly are Sammy Cahn, Johnny Mercer and Cole Porter. And if you want something witty about social attitudes in the colonial era you will go a long way before you find anything better than Noel Coward's "Mad dogs and Englishmen".

Still, when the search for variety is done, and due homage paid also to "The Pied Piper", "The Listeners" and "The Highwayman", what are the poets whose work you find mentioned most often these days? Well, for one thing, it depends who you ask. For a lot of children, especially very young ones, the favourite is Spike Milligan. Eternally in touch with his own childhood, Spike speaks straight to the instant sense of fun. Ask a seven-year-old for her favourite and she will probably quote:

Today I saw a little worm
Wriggling on his belly
Perhaps he'd like to come inside
And see what's on the telly.

M and J Hobbs in association with Michael Joseph have just republished many Milligan favourites as *Silly Verse for Kids and Animals* (£5.95).

Charles Causley is, to say the least, different in style from Spike, and yet the sense of fun is there too, as is the feeling for the world around us. One of my favourite Causley poems is "My Mother Saw a Dancing Bear" which finishes with the verse:

They paid a penny for the dance,
But what they saw was not the show;
Only, in bruin's aching eyes,
Far-distant forests, and the snow.

You can find this poem in *Figgie Hobbin* by Charles Causley (Puffin £1.25).

Who else? Well, you cannot go far these days without coming across Michael Rosen. His style – laid back, colloquial, unaffected – bothers some critics, who feel that he is not a poet at all. To my mind this debate – nay, argument – to which Rosen himself contributes in an accompanying piece, is very much a red herring. It is an argument which springs from the eternal one about the nature of art and its place in society, and the teacher who is trying to involve children in a wide range of experiences of language would do well not to worry too much about it. The key lies in variety – give them Rosen along with Henry Newbolt, Noel Coward, Robert W Service and anybody else you can think of. Before too long, as Moira Andrews pointed out to me, "The children become critics" – they form their own opinions and shape their own preferences. Rosen's last book was *Quick, Let's Get Out of Here* (Deutsch).

One of the most intriguing writers of poetry for children to appear last year was John Agard, whose book *I Din do Nuttin* was published by The Bodley Head (£3.50). John came to England from Guyana in 1977 and is employed by the Commonwealth Institute's Talks to Schools Service. In 1982 he won the Casa de las Americas literary prize awarded in Cuba for writers of South American or Caribbean origin. The Bodley Head book arose out of a perceived need not only to give black children an insight into the roots of their own culture but also to let white children see their black compatriots with greater insight. As John says, "I found in Northern Ireland that the only black person the kids have seen, other than on the television, is a black British soldier with a gun".

All the same, John is quick to point out that only about half of the poems in this book are in Creole. "We function in a bilingual way. Some of the poems grow out of me in straight English, some in Creole." Both kinds, though, are appealing and the book is well worth a place in the classroom.

Chris Searle's *Wheel Around the World* (Macdonald £4.50), though an anthology, is also a personal attempt to cross a variety of barriers by choosing poems from a wide variety of cultural and national backgrounds. This is a delightfully produced book, incidentally, with lively illustrations by Kaffitka Kew.

Continued on following page

Memorable speech?

Michael Rosen answers his critics

You may not have noticed that in the small world of "poetry for children" there has been something of a debate going on. Put simply, it is that some critics and teachers fear that the last 10 years have thrown up some poets whose work is not worthy of the name Poetry. And, as might be expected, goes the argument, not only is this new stuff bad, it is also popular. This means that it has choked the flower bed – it prevents the Real Poetry getting through.

You may not have noticed this debate going on because people who put forward this argument restrict their comments to reviews of individual books and talks, seminars and in-service courses for teachers.

Here is a couple to be going on with:

"This is the mixture as before: cute whimsy with a dash of old puns, facile metrics, banal rhymes. McGough fans will rush out and buy. Poetry lovers will recognize a fake." Fred Sedgwick in *ILEA Contact* 20/1/84

"Michael Rosen has long been a favourite amongst many teachers and children. I have yet to understand why. The poems deal with common pre-occupations. They are whimsical and topical and I suppose in that must lie their success but they shed no light, they offer no insight and in no way work the imagination." *British Book News*. Autumn 1983

Obviously, I am tempted to go in for a bit of self-justification in the face of criticism. However, there is a point to be argued *against* here. It is this; because some of us writing poetry for children write the way we do we are not *serious*.

For example, it is forgotten that playing with words is of itself a serious/funny business for children. Mostly, children feel that they are controlled by words, so, to see that control-system disrupted, exposes language for what it is; a tool in the hands of the controllers and not the control itself. It shows them that language is not immutable but it can be mucked about with. It obeys you.

Secondly, to write in a speech mode with no immediately apparent "diction" of rhyme, regular rhythm, metaphorical patterning etc does not, of itself, make the content of a poem "trivial", "lacking in power", "without the cutting edge of poetry" or whatever. The speech mode in poetry for children can mean, quite simply, children's speech. By and large, we, as adults and teachers, despise children's speech. Many of us spend hours and hours correcting children's vernacular in the hope that "things will be said better." The model is of the child as an incomplete human who is ill-equipped fully to express her/his experience. In actual fact, children's speech serves the purpose perfectly. They do not have to wait to be adults to express what they feel nor do they have to borrow adult phraseology to say important things.

I would argue that *one* way for an adult to communicate with children is to use a child's speech mode. Any adult can find it themselves either as a memory or as a piece of careful mimicry of the things children say. Robert Leeson and George Layton have both, on occasions, used the mode for narrative.

Thirdly, to deal with everyday events in a child's life is not a trivial, futile activity. Our lives are constructed out of events, sensations of events and accounts of events. Some of these events we seem to control, and sometimes we seem to be controlled *by* the events. A child's life is like this as well. It just so happens that most events in a child's life we regard as "childish". Picking paint off a wall, losing a pen, having a scratch can all be amazingly important episodes. As adults we only have to go into a reverie for a moment and hosts of these trivia from our childhood can come flooding back. This is not an inconvenience or an embarrassment. It is because they are important. They are part of what we were and so part of what we are now. For children it is sometimes this sense of the past in the present but it is also something very much of the present. Writing about these events as they really are or were might be funny, but it is a serious area for an adult to take on as a way of sharing experience with children.

Now the consequences of this argument lead to me writing the way I do – and I guess other writers like Brian Lee, Gareth Owen, Geoffrey Summerfield, John Agard and others. If people don't want to call it poetry – which they do in my case, I am inclined to say - fine, don't call it poetry, call it Bits and then judge it for what it is. But then, I think, hang on, poetry is not supposed to be some exclusive club. It is in fact quite useful to go back to the revolutionary collection of 1935 *The Poet's Tongue* collected by WH Auden and J. Garrett. In their introduction, they define poetry as "memorable speech". As we know there are a lot of things that make speech memorable and they are not all found in poetry textbooks. Do we exclude them from the club?

Then Auden and Garrett ask the question, memorable speech about what? "Everything that we remember, no matter how trivial." When someone "makes a good joke, he is creating poetry... One of the motives behind poetry is curiosity, the wish to know what we feel and think."

On average, over the last seven years I have visited about three schools a week to perform my own writing and to encourage children to do their own. Those words of Auden and Garrett express perfectly what I see happening in schools: children fastening on to their own speech patterns as an ideal mode for expressing themselves. I see them using my writing like a catalyst, tuning in to its small hurts, jokes and fantasies of everyday life as a means to explore their own.

This does not mean for one moment that I am looking for people to exclude de la Mare, Reeves, Stephens, Hughes or whoever. These writers are dealing with different areas of experience in a different way. It is for teachers to help children hear many voices in poetry so that children can find their own. Sometimes it might be the child's own speaking voice, be it aggressive, argumentative, narrow-minded or whatever; sometimes it might be the sharp metaphor of Ted Hughes; sometimes the absurdities of Shel Silverstein.

I believe we are trying to engage children in looking at their own lives, the way they see adults, and the ways of talking of the people around them. That's important enough, isn't it?

Past into present

Teaching History to Younger Children. By Ann Low-Beer and Joan Blyth. The Historical Association, TH 52, £1.00 (£1.00 to members). 0 85278 258 6.

"Superficial . . . fragmented . . . copying . . . little historical content . . . Her Majesty's Inspectors were not complimentary, a few years ago, on the state of primary school history teaching. The subject was under attack, and is still. There are schools where it is taught badly because teachers lack confidence or interest. There are others where it is taught not at all. Progressive heads and frightened teachers, reacting righteously against dates and dreariness, opt for the more patently enlightened humanities, social studies, or the environmental. It may be the key to understanding mankind but history can wait.

Of course in our varied primary world there are schools where history plays a very different part. You may find it dominating the whole curriculum, starting off enthusiasm into every byway. You may find a whole school transformed for the day to

continued from previous page

In the end, though, the focus keeps returning to the role of the teacher. You could become pessimistic about this, because the commitment of the generality of the profession is not always obvious. Wes Magee sometimes asks teachers attending his courses to raise their hands if they have brought a poetry book in the last 12 months. The result, as you might imagine, is similar to what would happen if you called for a show of hands from subscribers at a gathering of elders of the Scottish Kirk. Magee was poetic and colourful in his summary to us of the attitude of teachers to poetry. "They do not know much about it," constitutes a rough paraphrase of what came down the telephone.

So, as always, the first priority is to fire up the teachers. In this, of course, the work of the Schools Poetry Association is important, as well as the lectures by West Magee and others. Mike Rosen, too, is a tremendous performer on his feet at a course and must have inspired many a teacher to greater things. He it is who is partly responsible for a major poetry-promoting initiative to take place next year – and of which I believe this to be the first great mention. It will be called "Poetry Carnival UK", and will consist of a variety of happenings during March 1985. Teachers, advisers, librarians and others wishing to promote events during the Carnival, or simply wanting to find out more about it, should write to Michael Rosen care of The Poetry Society, 21 Earls Court Square, London SW5.

Also recommended:

Poetry in the Making. *By Ted Hughes. Faber and Faber £1.95*

A Puffin Quartet of Poems. *Selected by Eleanor Graham. £1.25*

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In search of inspiration

Vicki Lee on junior reading

Six years after the publication of the Bullock Report, the inspectorate of the authority in which I was then teaching issued a sequel in the form of guidelines for Language Development. Amongst our staff it raised one prominent question – why were we being redirected to something which had previously been emphasised in considerable depth? The uncomfortable truth was that maybe we were not *doing* enough with our theoretical appreciation of Bullock. As with most stimuli intended to focus improvement in any area, the initial motivation is apt to lose momentum as other pressures and priorities intrude.

The Report was pubished at a time when interest in children's literature was beginning to spill beyond the incestuous circle of publishers and reviewers into the wider world of schools through the enthusiastic agencies of children's librarians, booksellers and movements promoting bookshops in schools. The growing interest of parents manifested itself in the increasing support of the Federation of Children's Bookgroups. Bullock's recommendations on reading stimulated much-needed questioning amongst those interested parties about the quality of language experience being provided for our children through literature. In the flurry of readability tests, graded reading schemes, extension material, progress tests and comprehension exercises which followed, it was clear (certainly from the unequivocal focus of that inspectorate sequel) that in all this industrious activity, we had somehow missed the point.

We were too concerned with making reading happen. As Margaret Spencer has conveyed in her book *Learning to Read* (Bodley Head), the professional skill of a teacher lies in knowing the material, knowing the child and in bringing the two together at the crucial moment. She emphasises this special role of teacher-as-enabler, in the sensitive two-way process of reading that exists between the adult and the learning child. After the initial breakthrough into the world of print, we should, perhaps, be trying harder to encourage Edward Blishen's notion of creating readers for life. Much research has been conducted to discover how to enable this desire to become a reality. Does it happen through careful progress through graded material? does it happen in an environment flooded with ungraded literature; does it happen when children's oral reading is monitored daily? All these strategies have importance in some measure but two vital considerations are missing. The powerful model of reading success demonstrated in the enthusiastic reading behaviour of a class teacher or parent cannot be overstressed in helping to convince a child, in his early stages of independent reading, that the experience can be valuable and rewarding. But the promise of reward must be ever present in a significant fund of appropriate material.

At all other levels of literature for children, publishers have responded eloquently to the spirit of Bullock. Picture books have ranged in level and subject matter from *The Snowman* to *Where the Wind Blows* (both by Raymond Briggs, Hamish Hamilton), whilst illustration, design and production reach increasingly dizzier peaks of inviting beauty and skill. Subject matter and literary technique for older juniors have similarly evolved. Poetry has become a more widely shared literary art form in which many children experience great delight. But somehow fiction for the newly confident reader has been significantly overlooked. As a newly qualified teacher with responsibility for a large primary school library, my faith in the promises of publishers' series for new readers was shattered as I watched them gradually gather dust on the shelves, whilst the picture book stock was snapped up faster than I could replace it. Each term as I made alterations to the book stock I eagerly fell upon tiny individual titles that offered the promise of pleasurable success which had failed to materialise through series. Russell Hoban's *Dinner at Albert's* or his wonderfully zany *Twenty Elephant Restaurant* (both Cape), Florence Parry Heide's stories of Treehorn (Kestrel), collections by Margaret Mahy and Joan Aiken, the diverse delights of the Ahlbergs (Fontana Lion/Puffin) or Philippa Pearce's *The Squirrel Wife* (Kestrel) or lively *Battle of Bubble and Squeak* (Puffin), have all brought the special voice of the storyteller to the receptive inner ear of young readers who could not resist the temptation of voyages into someone else's imagination.

Yet single titles are not enough. At lower junior age children are very vulnerable. They are exploring new realms in their private and public perception of life and their environment, so that much reinforcement of an appropriate kind is needed to support their bid for independence. Dominated by adults and authority, they are just beginning to question the nature of their place in the scheme of things. They want the recognition of their individuality, yet need the security of group acceptability, be it family, peer group or larger social group. The reinforcement of familiar experience is required to provide an anchor in an environment of rapidly alternating friendship/family loyalties, where previously black and white motives recognised in the behaviour of others and self suddenly begin to extend into provocative shades of grey.

Although many adults may inwardly wilt at the mention of Enid Blyton, there can be little doubt that she understood children's needs at this basic level, and however much her moral standpoint and middle class ethic repel adults, they seem genuinely acceptable to children. There is a clarity in the presentation of right or wrong and a superiority amongst the protagonists to which children in a period of egocentricity in their own maturation, will readily respond. This close, personal voice from author to child is amply reinforced by the sheer volume of her output. Is it surprising that children still consume her books, regardless of dated tone, since she not only communicates personally through her story, but links them with many other children all over the world who have also shared the success of her particular brand of storytelling? The establishment of a Famous Five Club seemed superfluous, when it could be guaranteed that a unanimous bond of reading experience was more powerful than contrived club membership.

Blyton has been described as a phenomenon. Elements of her success have been extruded to form the basis of series for newly confident readers with varying degrees of success. A fast-moving linear narrative has been a basic formula for series like Hamish Hamilton's Gazelles and Antelopes. Yet the nature of Our Brief initially given to authors of notable reputation, seemed to stifle their individual voices. The resultant formulation was little better than some of the livelier reading scheme material, at considerably greater cost. The limited parameters, however well-intended, combined with the uninviting jackets, gave little inducement to a child to exercise his newly acquired skills. Invitations to join clubs associated with prolific authors were tried by other publishers but the most successful line of pursuit has undoubtably been the development of episodic stories based around particular characters. This formula has produced many dependable "pot-boilers" but also some slightly livelier characters, such as Agaton Sax (Deutsch. Goscinny-Sempe's irreverant Nicholas, Odd and Elsewhere and the much-loved Paddington (Fontana Lions). However, the character range is still within "safe" areas. There are still too few wholeheartedly multi-ethnic stories to engage the interest of children persevering with a language that is not their mother-tongue.

More recently the gratest stimulation to a major re-evaluation of provision for this age-range has been the accessibility of high quality paperbacks through school bookshops. Children's naturally acquisitive yearnings for the latest in a series has intensified the demand for more literature of quality in this field. The wealth of classic, modern classic and innovative writing promoted by Puffin and Fontana Lions in their "young" series has done much to focus attention on appropriate choices for teachers and children to share, while the collaboration between Cliff Moon and Books for Students resulting in the excellent Kaleidoscope collections gives more specific assistance to teachers in enabling them to encourage independent choice by children. These "real" books have created an expectation of quality which, until recently, series books have been unable to match.

Gazelles and Antelopes made a token response by revamping their jackets. But no child is fooled by such simple disguises, and recent titles have been appreciably better. But it is a sad reflection on a series when a title within it – *The Ice Palace* by Robert Swindells – only achieves the notice it deserves when given a totally new image in paperback (Fontana). Current Antelopes have a comfortable consistency which provides a reliable guarantee of success to a child seeking an accessible narrative without too great a challenge. Particularly notable are John Escott's contributions to the series – *Alarm Bells, Bell Rescue* and *Burglar Bells* (£2.75 each) – providing more varied structure to the familiar linear progression, and some more realistic confrontations with emotion. The same consistency is not apparent in the series for very young readers. Gazelles (£1.95 each). They are no match for the excellent I Can Read series (World's Work, some in Puffin) nor the individual works of such authors as Philippe Dumas, Jan van Leeuwen, Alison Uttley, the Ahlbergs, Lobels or Blegvads. Catherine Sefton's latest addition to the series merely documents the squabbling ganging of a group of petulant little girls. Is this really a valuable investment for a young child's precious time and effort?

Methuen's Pied Piper series (£3.95 each) have provided a solid range of material, specifically biased in favour of children's developing interests. Current titles reflect this attention to breadth in family/gang adventure, mystery/suspense stories and sport. Michael Hardcastle's *Fast From The Gate* is an especially welcome story about the increasingly popular sport of motocross and scrambling. Character and plot development are sufficient to maintain interest and stimulate prediction without making the book unapproachable for the child who might prefer active participation to the spectator role. *Microfish*, Robert Lee's new offering is an interesting addition to the series, although its slick fishy word play with adult allusions may leave some children floundering.

Of the more established series, I have tended to favour Andersen's Young Readers' Library. It offers the kind of literary light and shade not always apparent in other series. The wonderfully zany *Supergran* (Wilson) and *Mr Browser* sci-fi titles (Curtis) began here and have established themselves as paperback favourites. The latest Mr Brower (*Mr Browser and the Mini-Meteorites* £3.95) and Little Vampire (*Little Vampire Moves In* £4.95) (Sommer-Bodenburg) are wittily implausible fantasies, whilst Roger Collinson's *Get Lavinia Goodbody!* (£4.50) boasts a delightfully outrageous heroine. Within this series a child may need more guidance with selection, but the rewards are worth the effort.

Only during the last couple of years have less practised readers been given an equally sensitive and challenging diet in an attractive series format. Julia MacRae's handsome Blackbird and Redwing series (£3.25 and £3.50 respectively) with excellent contributions from Bernard Ashley – *Linda's Lie* and *Your Guess is as Good as Mine*, Ruskin Bond – *Tigers Forever* and Jane Gardam – *Kit*, prove beyond doubt that real emotions can be faced and current issues of concern at personal or environmental levels can be woven into totally absorbing stories in fluid, stylish and accessible prose.

Barbara Willard's *Smiley Tiger*, with illustrations by Laszlo Acs, will be published in the Blackbird series (Julia MacRae) later this month.

One of Tony Ross' illustrations for Hazel Townson's *The Shrieking Face* soon to be published in Andersen Young Readers' Library.

Another recent, attractive departure is the Methuen Pocket Bears series, which neatly brings me back full circle to my early days of teaching and the shared pleasure of innovative picture books. Moonlight Publishing in conjunction with Methuen have chosen some delightfully stimulating picture book texts, reformatting them to appeal to the portable, pocketable demands of young readers. This beautifully designed series is singular and in its inclusion of poetry on the list. Thomas Hood's poem is sensitively brought to life with wittily colourful illustration and delightful textual decoration in *In Summer When I Go to Bed*, illustrated by J. Wijngaard.

In looking at a great many series titles, I confess I am bewildered by the absence of poetry in books produced for you readers whose delight in sound and word play is so readily engaged. For the less willing reader the pleasure of poetry can be a vital step in gaining linguistic facility and stamina to approach more sustained prose work.

For many young readers it has been a long and sleepy literary winter. Innovations seem close at hand, can Spring be far behind?

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EXTRA

Down to earth

The Work of The Wind. By David Lambert.
Weather and Climate. By George and Anne Purvis.
Wayland £4.25 each.

Weather. The Seasons. The Night Sky
Franklin Watts £3.25 each.

50 Facts About Our Planet. By Ron Taylor.
Franklin Watts £3.99.

Piccolo Explorer £1.50

Books about planet Earth no longer come singly but in waves. Every publisher worth his salt seems determined to produce a mini-series aimed at children in the 7 to 10 year age group, and is often hard to see any particular merit in one version of the theme rather than another. Spoiled for choice, you probably won't go far wrong by sticking with a publisher, and series, that you already know; however, for those who may be thinking of venturing into pastures new here are the latest offerings from Wayland (the Planet Earth series) and Franklin Watts (the First Look series).

The Work of the Wind and *Weather and Climate*, both from Wayland, provide a good basic introduction to the atmosphere and its workings. Each has a clear text accompanied by informative diagrams and striking photographs, and they are both equipped with a guide to further reading, a glossary and workable index – ideal reference books in miniature, which not only inform the reader but educate him/her in how to use reference books. Unfortunately, when I used the index in *Weather and Climate* to check out some of my favourite topics, I found a major howler. On page 34, we are told that the *shortest* interglacial is 15,000 years; it should, of course, be the *longest*. I also take a pedantic objection to the use of the term "last" Ice Age to refer to the glaciation which peaked 20,000 years ago; all the geological evidence suggests that there will be more to follow. Apart from such nit-picking, however, these are excellent books of their kind.

The First Look series is also very good, but slightly cheaper and slightly less well-presented. It also seems to be aimed at a younger audience, the 7 to 8-year-olds rather than the 10 to 11-year-olds. These books also have short glossaries and indexes, but no guide to further reading. Their illustrations are primarily pictorial, and artwork rather than photographs, but they convey a simple message effectively. *Weather*, as its title implies, is less ambitious than its Wayland counterpart, and does not go in to climate. *The Seasons*, however, does make such a foray, using this as an excuse for the most dramatic artwork in the book, of New York under the snow of a new Ice Age. The temptation must have been irresistible. Once again, two very good books, joining others in a known series. But as for which series you choose, you might just as well toss a coin.

Franklin Watts, however, has recently produced two other books which move, respectively, both outward from the atmosphere and down onto solid ground. *The Night Sky*, in the same First Look series, goes far beyond its title by informing the reader about objects, such as the gas giant planets and other galaxies, that can only be investigated by space probes or large telescopes, not by simply looking heavenwards, but Martyn Hamer (or Martin; both spellings appear in the book) does the job very well. He whets the appetite so successfully, touching on many fascinating possibilities and leaving the door ajar, that it is more glaringly apparent in this book than its companions that some indication of where to find out more about the wonders described is required. If Wayland can do it, why not Watts?

50 Facts About Our Planet is a rather different kind of beast. It is one of those books aimed at children reared on television's *The Record Breakers*, and it contains just what its title implies – 50 boxed items, each with a couple of paragraphs of text and some artwork, answering titular questions such as "what causes hot springs?" and "why do we have seasons?" It also contains the seemingly obligatory climatic howler – "no one really knows what causes ice ages", we read in box 43, with no mention of the great triumph of climatologists in the 1970s, the establishment beyond any reasonable doubt of the Milankovitch mechanism as an explanation of Ice Age rhythms. I don't like this kind of book at all. On the other hand, my own children, aged 7 and 11, love it, and keep coming up with "did you knows" after flipping through the pages. Best regarded, perhaps, as a "taster" for the First Look series, encouraging an idle interest to blossom.

All of the titles I have mentioned are useful classroom books, basically of a high standard that tends to get taken for granted but deserves recognition.

John Gribbin

Our town

Behind the Scenes series: Radio Station, Hotel, Car Ferry, Police Station, Supermarket, Football Club. By Andrew Langley and Chris Fairclough.
Franklin Watts £3.50 each.

In the High Street series: Thomas Cook. By Edmund Swinglehurst.
Wayland £4.50.

Our Post Office. By Ron Deadman.
Macmillan Education and the Post Office £3.95.

The key to children's understanding of the world outside their immediate experiences often lies in the everyday services which are scattered throughout their local community, which is presumably why so many young children take part in a project on "People who help us" fairly early on in their school career.

Franklin Watts have attempted to give young children of six to nine years a detailed overview of just how some of these familiar but "private worlds", as they describe them, operate, in their new series Behind the Scenes.

The first six titles have been chosen with care and the familiar worlds of the supermarket, the police station or the hotel have been intermixed with the more exotic attractions of the car ferry, the radio station and the football club. The format is identical in each case, with cut-away artwork to give a detailed picture of the structure of the building itself and thereafter excellent colour photographs by Chris Fairclough, which convey, extremely successfully, the flavour of real-life experiences.

The books are well structured, with chapter headings, contents, index, glossary and a fascinating section of facts and figures relating to the subject in hand. (Did you know that the British buy 85,000 tonnes of frozen peas every year?) The text, though accessible to its young audience, does not talk down to them and there is a natural progression in the presentation of information, which is pleasing to see, after the endless streams of unconnected facts which often masquerade as information books these days. This is an attractive and well produced series which will be useful in libraries and schools alike.

A more complex approach, for the top junior/lower secondary age group is taken by Wayland's in the High Street series which in previous titles has looked at the internal workings of such hardy perennials as Marks and Spencer, W H Smith, a BP garage and the Co-op. An equally illustrious name features in one of their latest titles, that of Thomas Cook, the inventor of the package holiday. The book gives a fascinating insight into a service which is used by many of us, but is little understood by the general public. Refreshingly, it avoids the traditional historical approach and starts with a trip to the base of Everest and covers the here and now of the travel industry, before filling in the details of the famous man himself. The photographs were specially commissioned, in the main, but are in black and white and of variable quality. However, the text is readable and the layout makes information retrieval relatively easy.

This series, apart from its obvious uses in understanding the importance of these large companies in the commercial world and how they function, has potential for the careers library too. It can give a school leaver a fairly clear idea of the types of job opportunities available within certain firms and what potential employer would not be impressed by a candidate who has the range of information contained in one of these books at his or her fingertips?

A totally project-based book on *Our Post Office* has been produced jointly by Macmillan and the Post Office for 8 to 11-year-olds. The coverage includes the journey of a letter from a post box to its destination, other services provided by the Post Office and a chapter on postage stamps. The author has obviously made a great effort to avoid the traditional approach to the subject and has liberally interspersed his text with question and answer sections, guessing games and even imaginary conversations to enliven what could become a dull recitation of facts.

For the most part it works well and, overall, the book is lively, both in its use of colour art work and photographs and the informal tone of the text. Occasionally, the continual questions and invitations to guess, addressed to the reader, disrupt the flow of the book and leave a slight feeling of confusion, but used in conjunction with other, more traditional materials, it should prove very useful, particularly for teachers seeking new approaches to an extremely well-worn topic.

Vivien Griffiths

Science games

Science for Children With Learning Difficulties: A Unit for Teachers.
Macdonald Educational Learning through Science £4.95. 0 356 09364 6.

One conclusion of the Warnock Committee was that science was taught unsuccessfully in the majority of schools visited. It was proposed that a range of appropriate materials and guidelines be developed for the use of those concerned with teaching science in the primary sector. The unit under review goes a long way towards meeting this aim, and provides a sound framework for practical activities together with stimulating pupil material.

It comprises 128 pages of teaching aids covering a range of principles which form an accepted core of scientific understanding at primary level. It is divided into sections, each section split into illustrated sub-sections containing a wealth of material. The teacher is encouraged to expand the presented ideas, and to develop them in his or her own way. The pupil, on the other hand, is gently led into basic scientific methodology through the observation of himself, his life, and that of living things and objects which form a part of his environment. Thus the drawing of various face-shapes leads to discussion of varying human characteristics, and the wearing of clothes made of various materials leads to an understanding of insulation and how it works.

Each sub-section contains a programme of work which should not only be within the grasp of all but the least able child, but should make science fun, too. The section "Me and My Shadow", for example, contains six sub-sections dealing with such topics as Play With Shadows, Shadows from Things, etc. Each sub-section is in two parts: "For Children to Do" and "To Discuss". Further suggestions are added at the end of each major section.

Of course, there is always a danger that the less able child will see the "games" he is playing in isolation from the underlying scientific principle. However, there is much more to be said for this approach than for the more sterile methodology of former years. With adequate follow-up discussion, there is no reason why enthusiastic teacher should not be able to bridge the gap. If this does not happen, it is certainly not the fault of Macdonald's excellent publication.

Bill Ridgway

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Real and unreal worlds

Angela Anning reviews readers

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Ginn. Sets 0.1.2 £3.50 for 6: Set 3 £3.95 for 6.
Terraced House Books. By Peter Heaslip. Sets E and F.
Methuen Educational £2.95 for 4.
Wide Range Readers: Stories from World Religions 1–4 £1.60 each. Myths and Legends 1–4 £1.60 each.
Oliver and Boyd.
Context Reading Levels 1–3. By Glenys Smith and Barbara Rasmussen.
Oliver and Boyd. Pupil's book £1.70.
Skillmasters £10.00 + VAT. Teacher's guide £1.75.
Cliffhangers. By Sue Palmer, Alison Kilpatrick and Patricia McCall. Books 1–4.
Oliver and Boyd 95p each. Teacher's notes 50p.
Winners. By Paul Groves and Martin Pitts.
E J Arnold. 4 books £1.10 each.
A Programme for Reading Development in Primary Schools.
Strathclyde Regional Council, Department of Education, Glasgow Division.
2 booklets for £2.00.
Look at . . . series. Cliff and Bernice Moon.
Oliver and Boyd. Set of 6 books + teacher's notes £5.50.
Oxford Junior Readers. By David Oakden: Stories from History books 1–6.
Oxford University Press £1.75 each.
Child to Child Readers. Edited by Paula Edwards.
Institute of Child Health, 30 Guildford Street, London WC1 1EH.

As the spring sap rises, teachers leaf feverishly through the pages of publishers' catalogues in staffrooms across the country. Requisition time is upon us again. The publishing houses rush to exhibit their new growth, bent on capturing a share of the market. With limited amounts of cash to spend, both buyers and sellers have to think hard about priorities.

Some of the new materials take tentative steps towards acknowledging current issues in thinking about the teaching of reading. One issue is a call for a holistic approach to curriculum planning. The most quoted extract from Bullock this year must be, "The pupil needs to be able to cope with the reading required in each area of the curriculum". Another issue is the relevance of school learning to real-life literacy and numeracy needs. John Merritt and others have lamented the growth of an inward looking reading industry which hives reading off as an isolated area of the curriculum and have also suggested that we may have created "a series of convenient bolt-holes" from the real issues of educating pupils for the realities of life beyond the school walls. On the whole, however, the reading diet on offer reflects a traditional school reading curriculum, well insulated from the real world.

The mainstay of reading resources in most primary schools is still the chosen reading scheme. Massive financial investment in the original basic provision of a scheme means that schools are constrained to stay with one publishing house. Most publishers produce an annual starred NEW series to revive flagging interest in the basic units of a scheme. Ginn, who must be the most successful marketing firm in the business, have produced 30 Little Books to extend provision in Reading 360, levels 1–4. With remarkable ingenuity the authors have produced story lines from a very limited vocabulary, but prizes must go to the illustrators for making the books palatable. I suspect these small, pretty books will prove more popular with children than the mainstream readers.

Methuen have produced two more sets of the Terraced House Reading Books – an excellent little series written with the urban child in mind, with a strong multiracial content in the photographs and clear text.

Oliver and Boyd cannot fail with their Wide Range Readers series – stacked up in vast barricades in junior classrooms throughout the country. As a concession to current educational thinking, they have added to the series this year sets of *Myths and Legends*, *Stories from World Religions*, and Wide Range Science Stories!

The acquisition and practice of skills in the context of "stimulating" reading material is another major selling area. Oliver and Boyd provide extensive coverage of this area of the market. Two new series from them are *Context Reading* and *Cliffhangers*.

Context Reading is a course aimed at middle primary classes and children with learning difficulties in upper primary classes. It has been designed to encourage children to practise the higher order reading skills in context. The format of the three levels is a pupil's book backed up by skillmasters. The reading content is divided into the kinds of themes covered by traditional primary school project work. The rationale of the series and a meticulous chart showing the skills introduced and developed at each level and suggested activities for follow up language development are included in a teacher's guide.

Cliffhangers is an attempt to provide resources to encourage reading for pleasure and oral language development. The four books in the series are pinned progressively at children from the reading age of eight to eleven/twelve. Each book contains 10 extracts from the most well-known recent children's fiction. Each of the extracts is followed by discussion points and suggested activities for oral work which the authors are at pains to point out require "careful teacher-led organization and preparation". I feel squeamish about "potted extracts", but again, in fairness to the authors, they do point out that the exercises are to stimulate the children to read the novels for themselves and that a good stock of these should be ready in school or class libraries. Other Good Reads are suggested at regular intervals throughout the textbooks.

Winners, a new E J Arnold series of four books, is also, one supposes, designed to encourage reading for pleasure. These limp and spindly books aimed at active nine to eleven-year-olds are all about football, bikes and tents. In this active world, William, a child confined to a wheelchair after a road accident, strives to compete in "Billy's Big Push".

However marvellous the new resources are promised to be, ineffective teaching can render them useless. In the Strathclyde region of Scotland the powers that be are keen to improve the quality of language teaching in primary schools. In Glasgow every primary school teacher has been issued with two smart booklets entitled *A Programme for Reading Development in Primary Schools*. Book One covers theory and content, and a thicker Book Two, means and practice. The booklets were written by a working party of headteachers, plus a staff tutor and a primary adviser. The distribution of the booklets coincided with an in-service programme. Every school was required to send a representative to a series of workshops on aspects of the teaching of reading covered in the documents. The representative returned to school with a prepared package in hand to disseminate the workshop practice to the rest of the school staff. The booklets were designed to accommodate the full range of expertise in the teaching of reading. The content is sound, unthreatening, and a little unexciting. The authority has already produced a *Programme for Written English Development* and in the pipeline is a similar publication on Spoken Language: a commendable effort which has taken time, cash and commitment to organize. It would be interesting to know if actual changes in classroom practice are being monitored over any length of time in order to evaluate the effectiveness of this kind of in-service initiative.

What about the moves to get reading out of its pigeon-hole and into the "real world" of learning? Two series are trying hard. The Look at . . . books by Cliff and Bernice Moon are particularly successful. From this enlightened pair come a series of beautifully designed and illustrated information books for novice readers, covering growing plants, growing creatures and production processes. The reading level of the texts is reading age six and a half to seven. The text "encourages children to observe, compare, contrast and record – the essence of scientific inquiry". Teachers' notes contain suggestions for further reading and "various cross-curricular activities designed to foster first-handed experiences linked to the topic". You can't argue with that.

David Oakden has written a history series entitled Stories from History for Oxford University Press. Each book, with a vast historical span of pre-Roman times to the early twentieth century, contains fictional stories, based on historical facts and events and in some cases real historical characters. The books are graded for reading difficulty. The illustrations are lavish and lively. As fiction the stories are enjoyable, and the details certainly evoke the atmosphere of the period in which they are set. How much sense of the causes and effects of historical changes the young readers would absorb from the endless kaleidoscope of periods is less certain.

Finally, to fevers of a different kind. A group of doctors and educationists who have worked in Africa, the Caribbean, the Far East, India and Latin America have written eight stories as part of a health education programme. They used the narrative form "because they believe that Health Education should be taught through all subjects in the curriculum". The books are aimed at older brothers and sisters in families – hence the blanket title of Child to Child Programme. The hope is that the series will be translated into other languages and adapted for the needs of specific communities. Information about the books can be obtained from the Institute of Child Health.

Each story is concerned with a fundamental health issue – dirty water, dental and eye care, child development, diarrhoea, diet, accidents in the home, pneumonia. At first the format seems rather dated with its block print and line drawings but I found myself considerably softened as I read through the stories, with their life and death issues so clearly defined for the young audience. For them the simple act of staying alive is what life is all about. The comparative privilege and complacency of the vast majority of primary age children in our classrooms might well be shaken, as mine was, by reading this series. Real life shapes indeed.

Goldilocks and the Three Bears is one of the Story Puzzle Books from Longman (85p each) which combine puzzles and other activities with a simple traditional story. Designed for pre-school children, they are meant to stimulate the interest of child and parent alike in sharing stories.

Anansi

The Crest and the Hide and other African stories. Collected by Harold Courlander.
Gollancz £5.95. 575 03360 6.
West Indian Folk Tales. Retold by Philip Sherlock.
Oxford University Press £1.95 19 274127 6.

Multi-cultural education is an important part of the primary curriculum if children are to be adequately prepared for life in the coming decades, and folk-tales can be a delightful way in for teacher and child.

Simply and vividly told, with animal characters at the centre of events, its possible through them to reach some understanding of unfamiliar ways of thinking and behaving, while enjoying the humour and action for their own sake. Both collections contain stories which may have been devised to pass on social or moral lessons to the young within the cultures they came from, so they can speak directly to young minds in our community about fundamental issues as well as those of Africa and the Caribbean.

The title story of *The Crest and the Hide* comes from Zaire and points out the limits of what one friend can fairly ask of another. There are 20 tales in all, some only two and a half pages long which, while enjoyable or poignant in themselves, could also make good starting points for class discussions or assemblies. "Famine Does Not Make A Man Clever", for instance, could be performed by a single actor plus a narrator. It tells how a man in a fit of carelessness threw away his extra bread on a trail. The following year he finds himself on the same trail during famine, and in his hunger wastes time searching for the bread instead of looking for roots to feed himself and his family.

"The Hunter and His Medicine Spear" is a Zambian version of *The Sorcerer's Apprentice*. "Musa and Kojere" is the comic Hausa story of two beggars, one blind and one lame, whose double-act is destroyed by the lame partner's greed. "All Things Are Linked" makes a neat ecological point with the parable of the king who has some frogs killed because their croaking keeps him awake. After a week of blissful quiet he is plagued by the mosquitoes whom the frogs used to eat.

In case all this is beginning to sound tediously worthy it should be said that the collection is full of colourful detail and the language is vivid and direct.

Philip Sherlock's classic collection, *West Indian Folk-Tales* is now in paperback. The introduction will be useful to teachers who know little about the origins of the West Indian peoples and the language, though stylized, is lucid and straightforward. The first group of stories comes from the Carib Indians, one of the indigenous peoples of the Caribbean. They describe the origin of the world, the great flood, how a number of animals came to be as they are, how Man fell out with the animals and had to have Dog created to be his friend, and in a gently ironical tale, how Jaguar was persuaded to stay within the fold instead of sloping off on his own to kill and eat any animal which took his fancy.

Even children who are resistant to the idea of exploring other cultures will be enchanted by the antics of Anansi the Spider. Anansi is the Twi word for spider and he is the chief character in the Ashanti folk tales which the African slaves took with them to the West Indies. Anansi is the con-man *par excellence*, who usually manages to scheme or talk his way out of the tight spots his greed or laziness have got him into. In "How Crab Got His Hard Back" Anansi manages to win a reward from the tight-fisted old Witch-Woman Crim with the help of one of her foster-children Crab. Anansi gets rich, but poor Crab ends up with a calabash permanently glued to his back. The cost of helping out Anansi tends to be high but, as Philip Sherlock remarks in his introduction, there is something satisfying about the little spider-man getting the better of animals stronger and more powerful than himself, and most primary school children will identify with him at least some of the time.

Beverly Anderson

World series

Let's go to Nigeria; Hong Kong; Brazil; Indonesia; Antarctica. By Keith Lye.
Ireland. By Ian James. **Singapore; Malaysia.** By Bruce Elder.
Franklin Watts £3.25 or £3.50 each.
America is my Country. Australia is my Country. Italy is my Country. By Bernice and Cliff Moon.
Wayland £4.95 each.
Looking at Lands: Australia. By Robert Moore.
Macdonald £4.50.
A Family in France, A Family in Mexico. By Peter Otto Jacobsen and Preben Sejer Kristensen.
Wayland £4.25 each.

It can be both fascinating and enlightening for young children to learn that the world is there are countries, and publishers seem to be eager to respond to their curiosity by producing a plethora of new series, each with its own distinctive approach to the subject.

The "Let's go to..." series by Franklin Watts is now familiar, with its standard format of 32 pages of basic information aimed at the seven to nine years age group. The coverage is always the same: races, religions, work, stamps, and coins, festivals, housing and education are explained in a text which may not always flow too well, but which is approachable and does not patronize its young readers. The full-colour photographs are an important part of the appeal of this series, so it was disappointing to find that the quality of one or two was debatable and it would be preferable if some of the titles came to a more satisfactory conclusion, instead of ending rather abruptly as they do.

As far as individual titles are concerned, despite their young audience I felt it was a grave omission to ignore the conflict in Northern Ireland altogether in *Let's go to Ireland*. After all, children are bombarded with information and full-colour action film on the subject, every day, on the television. I also feel that the Biafran War might have warranted a mention in *Let's go to Nigeria*. However, within the constraints of the format, the series forms a valuable basic framework, which can be fleshed out by using other materials.

I am still rather unsure of the aims of the series by Bernice and Cliff Moon. Ostensibly aimed at the slightly older 8 to 10 age group, the books allow some 28 inhabitants of the country in question to talk about their jobs and their lifestyles. The information given about the country itself is sketchy and it would be extremely difficult for a child seeking specific information for a project to extract anything meaningful from the anecdotal style of presentation.

America is my Country seemed to generate as many questions as it answered and despite the apparent simplicity of its text, contained several terms like "flag football", "drag-race – boat-driver" and "paste-up desk" which would be meaningless to the average British child and yet there is no glossary provided. Also, America apparently has no black people among its inhabitants, if the collection of Americans featured in the book are assumed to be a representative cross-section.

If this Wayland series seems best suited to the browser, rather than the child undertaking a project, then Macdonald, in their Looking at Lands series have made a determined effort to approach the subject in a truly multi-disciplinary way. *Australia* by Robert Moore, is a mixture of facts, recipes, craft ideas and stories, all with an Australian flavour. The project ideas range from a "Build your own Sydney Opera House" to "Make your own Pavlova" and would delight Dame Edna Everage herself, no doubt. The factual sections are extremely superficial and although some of the colour photographs are attractive, the general standard of the artwork and layout is crude and garish, which is very disappointing from a publisher who has done much pioneering work in the field of information books.

Finally, Wayland have found yet another slant on the topic, in their series Families around the World. Each title spotlights one family and places the city or town where they live in the context of the country's geography, before discussing their way of life in detail. It is difficult to know just how typical the families from France and Mexico are, but they were both obviously middle class and had few financial problems, which in terms of Mexico, certainly, might be less than representative.

I might have warmed to the friendly informal tone of the conversations with the families more, had the fathers not been such blatant male chauvinists, but that aside, the books are well produced. The text is accesible to the 8 to 11 age group and the use of contents list, index and glossary, together with the theme of a visit to the family gives these books a structure which is missing in some of the other series.

Vivien Griffiths

Computer basics

Computers in the home by Nigel Hawkes.
Franklin Watts £4.50. 86313 118 2
Computers in Action. By Nigel Hawkes.
Franklin Watts £4.25. 86313 066 6
50 Facts about Robots. By Mark Lambert.
Franklin Watts £3.99. 86313 073 9
Robots and Intelligent Machines. By Ian Litterick.
Wayland £4.95 85678 261 9
Programming Computers. By Ian Litterick.
Wayland £4.95. 85078 262 7
Just Look at Computers. By Leslie Foster.
Macdonald Educational £4.95. 356 09347 6

The scramble on the keyboard bandwagon continues, and the primary school librarian could be forgiven for assuming that it didn't matter much which of the apparently more or less identical series she invested in. It would be a mistake, however: appearances to the contrary, some of these books are much better value than others.

The Nigel Hawkes publications, for example, in an electronic revolution series covering similar ground, are generally inferior to the Kingfisher Science in Action series reviewed here recently and show a rather deplorable tendency to spread a small amount of material amazingly thin, using large pictures to cover the poverty of the written material. The same publisher's *50 Facts about Robots* is really 50 answers to questions about robots, many of them distinctly speculative rather than factual, but quite well-assembled.

Ian Litterick deals more interestingly with the same area in another in his useful series, the age of computers, for slightly older readers: the best book in this series so far, however, is *Programming Computers*, which goes in some depth into the topic; one may feel that the valuable loop chapter could have been made even more interesting by giving an example of a loop whose number of repetitions is not fixed in advance; this is a typical *basic* fault in a generally highly stimulating introduction to the activity of programming.

This, however, is for children who have already passed the first stage of awareness and are ready to begin work: for the young reader who needs to know what the computer is about, *Just Look at Computers* is the one to get if you are only to get one. After a brief introduction to the marvels of the silicon chip, it concentrates for most of its length on what computers can do, using cartoons, as well as drawings and photographs, not just for decoration and space filling, but to make important points. It includes Edwin Morgan's poem "The Computer's First Christmas Card": its 'typical family' is multi-ethnic; the first programme it shows is in logo. It knows what it is about in computing and in educational terms, and the reference section is of the quality one has come to expect from Macdonald.

John and Audrey Laski

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EXTRA

Picture clues

The Middle Ages. By Greg Thie. Basil Blackwell Living in the Past series. £1.95. 0 631 91140 5.

Clothes in History. By Charlotte Sewell. Food in History. By Sheila Robertson. Wayland Picture History £4.95 each. 0 85078 308 9 and 309 7.

Fountains Abbey, a Cistercian Monastery. By Peter Robson. Cundall Manor, Helperby, York YO6 2RW. 95p + 35p postage.

"All history is based on evidence", asserts the introduction to *The Middle Ages*, promising conscientiously to climb on to that particular bandwagon. It does not entirely live up to its promise, but it does offer bold and colourful double spreads, simple language and many pictures. Grey Thie's snippets of written "evidence" are so radically doctored "to make them simpler for the younger reader" that they lose all flavour of authenticity, while shaky reconstruction drawings are used more thoroughly than contemporary pictures and artifacts. Fine when Barking Abbey is carefully restored to life; but spoiled by disasters like the imaginary and impossible "bailey castle and motte".

There are good things, like Alexander Neckham's advice on writing; but elsewhere sad weaknesses, like the mishandling of the Becket story: Grim's eyewitness account is robbed of its eyewitness excitement, the pictorial "evidence" was painted 250 years too late, and a good yarn is so truncated as to be meaningless. Leaving aside such disappointments, this is an attractive and useful book.

Picture History also presents evidence. 24 coloured pictures to a volume. *Food* offers in addition much miscellaneous information; *Clothes*, very little. The pictures are a mixed bag, often unreliable and uninformative – not very good evidence, in fact. Neither author seems entirely happy with her history, and howlers mingle with remarkable generalizations: meat, we are told, first triggered off the evolution of Man and then proved so nutritious that it allowed him to develop civilization.

Evidence of another kind is to be found in the ruins littering our countryside, and *Fountains Abbey* can tell children much about the way of life, economy and beliefs of a fascinating, far-off community. Peter Robson's enthusiasticguide is clear and inexpensive, sensibly designed to help children find their way around the stones and understand the strange world of the past.

Tom Corfe

From Clothes in History

Aspects of art

Some Functions of Art in the Primary School. By Mary Newland and Maurice Rubens. ILEA Art and Design Centre, Oswin St. London SW11. Free.

Teaching Art in Primary Schools. By Geoff Rowswell. Bell and Hyman £10.00. 237 45748 2

Art education in the primary school is as necessary as the traditional 3Rs but it is made difficult by the widespread lack of any proper experience and knowledge of art amongst teachers of this age-group. Teaching them, therefore, is as important as teaching the children and both these books directly and indirectly address themselves to teachers willing to learn alongside their pupils.

Mary Newland and Maurice Rubens, two ILEA advisory teachers, aim to raise educational standards by encouraging the non-specialist teacher to consider the part played by investigation, analysis, discovery, recording, illustration, decoration, feeling, learning, expression, communication and evaluation, in art education. With less than 30 pages at their disposal, they are reduced to very brief, though succinct statements supported by some well-chosen quotations. As an education handout, it is to be recommended. Few primary school teachers will fail to learn something from it and some might be persuaded to consult the short but impressively diverse list of books recommended for further reading.

Geoff Rowswell's book is much larger and much more ambitious, offering nothing less than a complete course for five to eleven-year-olds.

Despite his frequent qualifying remarks, he is fundamentally prescriptive and sufficiently confident to compare the teaching of art with teaching someone to drive a car. This may be just what many teachers want to believe, but many could easily feel content to accept Rowswell's apparently ready-made solutions instead of tackling the problem for themselves.

Nevertheless, Rowswell does go some way towards providing a much-needed structure for the teaching of art in primary schools. He is aware of the inherent dangers in increasing the child's skills at the expense of creative imagination and although he introduces six year-olds to working from observation, he has ten to eleven year-olds developing this towards individual expression in both small and large-scale works. The overall programme integrates art and craft in such a way that pictorial composition appears closely related to pattern and design and the transition from two to three-dimensions is made to seem smooth.

Specialists will have no difficulty criticising the book for its attempts emphases and dubious assertions. But even they must be pleased that Rowswell is sufficiently sensible to recognise that children learn to do art and craft and that this requires an education which makes some reference to the historical and cultural aspects of the subject. Substantial attempts have been made during the last decade to bring directed practice and informed appreciation together and it is good to see these developments reflected in a book of this kind.

However, unless each teacher tempted to follow Rowswell's programme takes the author's advice and tries out each exercise ahead of the class, there could be some embarrassing moments and not a few disasters. At least they might discover that contrary to what is suggested in the book El Greco is not a painter of everyday scenes and that anyone serious about teaching art must possess the necessary skills for themselves. The exceptionally talented pupils will undoubtedly learn on their own but the majority will need to be taught.

Michael Clarke

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Guides

Children and Art. By Daphne Plaskow. Home and School Council Publication. Available from National Confederation of Parent-Teacher Associations, 43 Stonebridge Road, Northfleet, Gravesend, Kent 70p. 0 901181 44 7.

Peace at Last – Books for the Pre-school Child. YLG Pamphlet No 24. 37 Main Road, Shutlanger, Towcester, Northamptonshire NN12 7RU. £1.95 0 946581 00 2

Children and Art is a sad little venture in a difficult field; perhaps only the great Dr Spock has ever mastered the complex art of telling parents what to do without insulting their intelligence, or making them feel even more inadequate than before. I'm not suggesting that it's easy to write helpful little books for parents on subjects you think they ought to know about, but however good your intentions are, there really isn't any excuse for making simple things seem complicated ("a small patch of blu-tack behind each corner of a picture will give sufficient adhesion") or for stating the obvious ("most large towns have art and craft shops"). I think I know what Daphne Plaskow is trying to say to parents – and it's a sad comment on the communicative powers of teachers that it has to be said for us in a special little pamphlet – but I fear her message will be inaccessible to all but a few.

The text is poorly organized in the "and another thing" style of many so-called information books, and like many do-gooders, the author can't resist giving advice on everything, not just on children's art. So, to name but a few, parents are exhorted to take their children to the circus, to go brass-rubbing with them, not to let them watch too much television, to read Ted Hughes out loud (one poem quoted in full to get the reluctant parent started), and to develop "as professional a standard of display as possible, not just in his own room, but in the family areas".

Peace at last, by attempting so much less, achieves so much more. It is a truly minimal pamphlet: a 3-page introduction to a 24-page annotated book-list; but the introduction is the neatest summary I've seen of why babies and pre-school children need books. I'm sure it will be, and deserves to be, widely plagiarized by those running parents' reading workshops, or writing first school booklets, or organizing any venture that encourages parents to be involved in their children's early reading.

Inevitably some of my favourite books are missing from the list, but nobody's perfect, as Joe E. Brown once remarked to Jack Lemmon, and Vivien Griffiths gracefully explains in the introduction why this had to be, so it would be churlish to complain. One additional triumph of the booklet is that although intended for the parents of pre-school children, it could be the basis for a glorious book-buying spree in any nursery or first school. Quick, pass me the requisition forms.

Mary Jane Drummond

Nature's way?

Pigs on the Farm. 0 85078 326 7. Poultry on the Farm. 327 5. By Cliff Moon. Illustrated by Bill Donohoe and Anna Jupp. Wayland £3.50 each.

Pigs 0 7136 2337 3. Sheep. 2336 5. By Gunilla Ingves. A & C Black Animals on the Farm series £2.50 each.

Learner Bird. By Camilla Jessel. Methuen £3.95. 0 416 22460.

Elephants. By Mary Hoffman. Windward/Belitha Press Animals in the Wild series £2.25. 0 7112 0277 X.

Adaptable Birds. By John Andrews. Illustrated by Terry Riley. 0 460 06893 8. Predators and Prey. By Noel Simon. Illustrated by Terry Riley. 06893 8. Ingenious Insects. By Anthony Wootton. Illustrated by Mick Loates. 06970 5.

Dent Wildlife series £4.95 each.

Reptiles. By David Lambert. 0 86313 136 4. Fish. By Casey Horton. 035 6. Franklin Watts Insight series £4.25 each.

Deserts. 0 7445 0057. Jungles. 0058 3. By Dr Clive Catchpole. Illustrated by Denise Finney. Walker Books Living World series £4.50 each.

The Wildlife of Farmland. By David Gilman. Macdonald Nature in Focus series £4.50. 0 356 07125 1.

The market adjoins the car park in our local town, and rather against my better judgment, I took the two children down to see the animals. The piglets were being loaded into a lorry. The scene was exactly the one pictured in *Pigs on the Farm*. There seems to be a new generation of books about farms which is trying to be more realistic. Anne Jupp's clear illustration has every detail correct: the size of the piglets, the three men hustling them up the tailgate of the lorry, with board and stick to prevent any little one from escaping between his legs. In the picture both men and animals are looking down and you can't see their faces. In reality it is different. The piglets look at you all the time, they are frightened, they squeal, some of them are bleeding. Nor are the men gentle as they are portrayed, either with the piglets or the adult pigs. We watched a sow and boar driven through the maze of pens. A full-grown pig could do you some damage, but neither showed any signs of revolt beyond the occasional stumble, yet they both got several heavy blows from the stockman.

Unusually silent as we walked back, my daughter needed reassurance: "It's not nice to hit pigs is it?" I have never been to a market where men were not violent, but my three-year-old is among a very small proportion of children who will know what it is like. And the harrassment of the traditional market day is by no means the worst which farm animals have to endure. The plain fact is that despite publishers' best intentions, modern day farming is so gruesome that it is impossible to tell the truth, in the straightforward factual style that these books for children try to achieve.

This is why the pig farming book omits mention of the additives invariably in pig feeds, growth promoting pellets implanted behind the pig's ear, "creep pellets" fed only to pigs forced on for early slaughter because the copper sulphate could poison them eventually, as it does sheep who graze in pasture contaminated by such pig droppings. Similarly, although the battery-system has taken over the European poultry industry, there is only one double-page spread on the subject while there are 14 pages showing poultry in the open, which accounts for less than 1 per cent of egg production. The end of the "flat deck" battery system is illustrated, showing about a dozen birds out of the 20,000 which it is claimed a single stockman can manage with only a little help in the removal of dead or ailing birds.

I'm actually thankful there were not illustrations of debeaked and featherless hens with problems of balance. I haven't much of a stomach for that kind of thing, but perhaps it should have been mentioned in this animal-loving country that Switzerland is the only one of the European countries pledged to phase out battery production, as required by the European Convention for the Protection of Farm Animals.

A & C Black's *Pigs* and *Sheep* are a kind of fairy story. Gunilla Ingves' charmingly illustrated stories of the two little girls and their animals are of a place like the Provensen's *Maple Leaf Farm*, and I am sure that even in Sweden where these books originate, there are not many of those. But escapist as they are, these stories have a kind of truth to tell, for between the fairy tale and the factory there are increasing numbers of people who rear a few animals, for eggs, milk, wool or meat, and who do not abuse them. There are also a rising number of farmers willing to forego a certain amount of profit in transferring to more organic means of producing food. It is about these, their problems and victories that a stunning children's book could be written now.

There is so much ambivalence in our relations with animals that respect for them is rare even among teachers and naturalists. Perhaps, with a few more books like Camilla Jessel's *Learner Bird*, this might not be so. Photostories of animals are hard to do well, but Methuen has produced some good ones over the last 20 years, and this is one of their very best. It tells a day-by-day story of a baby thrush's rehabilitation to the wild, full of really high level ecological information, which in context is easily assimilable. It teaches an attitude of knowledgeable caring, not using animals in the pursuit of knowledge but using knowledge to understand and live well with animals. A super book.

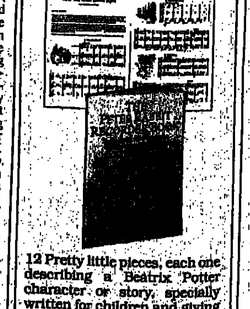
Few words and splendid photographs in Mary Hoffman's *Elephants*. Another book which promotes a real sympathy and understanding of animals without sensationalizing them. There are beautiful illustrations by Mick Loates and Terry Riley in the Dent Wildlife Series, but none the less these three books are firmly in the "Wizard Wonders of Nature" school.

As an introduction to very young children, perhaps these generalized subjects have something to offer, but at a higher level the texts seem hopelessly unsatisfactory, all kinds of things jostled together, questions begged instead of answered. The opening lines from *Ingenious Insects* encapsulates its approach "As the most intelligent of the world's animals, we humans naturally think of ourselves as being wholly superior to all other living things".

More facts and figures from the Insight series, of which I've been critical in the past. *Fish* and *Reptiles* however strike me as unpretentious and really rather informative. Similar in concept but with more style are Walker's *Living World of Deserts* and *Jungles*.

Back to the farm again with *The Wildlife of Farmland*, a large-format production team effort from Macdonald, where author David Gilman has been served well by no less than 15 illustrators. (Among them we find Mick Loates again with a very nicely realistic composite picture of a farmyard.) This book aims simply to catalogue some of the range of plants and animals to be found on and around a farm and it packs in an awful lot of information.

Francesca Greenoak



12 Pretty little pieces, each one describing a Beatrix Potter character or story, specially written for children and giving advice to parents to help them over any difficulties.

£2.50 from your local bookshop.

FREDERICK WARNE

PRIMARY HEADSHIPS continued

HAMPSHIRE

HORDLE C.E. CONT. PRIMARY SCHOOL
Hordle Lane, Hordle, Nr. Lymington
HEADTEACHER
Group 4 School
Salary £ currently £10,578 - £11,754
Required 1st September 1984.
Details and application form from Mrs. Cannon Street, Lymington.
Tel: Lymington 77911.
Closing date 16th March 1984. (2941) 110010

HERTFORDSHIRE

BANDLEY HILL INFANTS SCHOOL
Stevenage Road, Stevenage SG1 2EP
GROUP 3
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head of the above School for September, 1984.
Application forms and further particulars are available from the Divisional Education Officer, High Street, Stevenage, Herts. SG1 3BP. Closing date 23rd March, 1984. (60401) 110010

HUMBERSIDE
EDUCATION COMMITTEE

HEADS
REQUIRED FOR SEPTEMBER 1984 FOR THE FOLLOWING SCHOOLS:

OLD CLEE FIRST SCHOOL
Colin Avenue, Grimsby, South Humberside
Group 5
NOR 330
Age Range 5 - 8

BRIGG PRIMARY SCHOOL
Glebe Road, Brigg, South Humberside
Group 6
NOR 377
Age Range 5 - 11

Application forms and further particulars are available from the Director of Education, Civic Centre, Ashby Road, Scunthorpe DN16 3HS. Tel. (0724) 861861, Ext. 5318 to whom completed forms should be returned NOT LATER THAN WEDNESDAY 21st MARCH 1984. (60489) 110010

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
APPOINTMENT OF HEAD TEACHER
WESTCOTT COUNTY PRIMARY SCHOOL (JUNIOR DEPARTMENT)
Hampton Crescent, Gravesend, Kent DA12 4JG
Group 3 Roll 245
Applications are invited for the post of Head Teacher to take effect from September 1984.
Further details and application form (SAE) from the Divisional Education Officer, 152 Windmill Street, Gravesend, Kent (S.A.E. please) to whom they should be returned by 16th March 1984.
Re-advertisement: Previous applicants will automatically be considered.

TUNBRIDGE AND MALLING DIVISION
APPOINTMENT OF HEAD TEACHER
MAIDSTONE HOUSE SCHOOL, Town Hill, West Malling, Kent
Applications are invited for the post of Head Teacher of this Group 4 (8) residential special school for up to 40 maladjusted girls between the ages of ten and sixteen years.
The appointment is for September 1984 and arises from the retirement of the present Head Teacher.
Application forms from the Divisional Education Officer, 193 High Street, West Malling, Kent to whom they should be returned by Monday 26th March 1984 (S.A.E. please).

SNODLAND C.E. PRIMARY SCHOOL (CONTROLLED)
Roberts Road, Snodland, Kent ME6 5NH
APPOINTMENT OF HEAD TEACHER
Group 3 Roll 202
Appointment to take effect from September 1984.
Application form and further particulars (S.A.E. please) from the Divisional Education Officer, 193 High Street, West Malling, Kent to whom they should be returned by 26th March, 1984.
Re-advertisement: previous applicants will automatically be considered.

TUNBRIDGE WELLS DIVISION
APPOINTMENT OF HEAD TEACHER
LAMBERHURST CE PRIMARY SCHOOL (CONTROLLED)
Lamberhurst, Tunbridge Wells TN3 8DP
Group 2 Roll 87
Applications are invited from suitably qualified persons for appointment from 1st September 1984.
Application forms and further details (see please) from the Divisional Education Officer, 28 Grove Hill Road, Tunbridge Wells TN1 1SP to whom they should be returned by 19th March, 1984. (37096) 110010

NORTH YORKSHIRE

COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the following Headship appointment:
SANDCLIFFE COUNTY PRIMARY SCHOOL
HEADSHIP
(GROUP 1)
Please send stamped addressed envelope for application form and details to the County Education Officer, County Hall, Northallerton DL7 8AD, to whom completed forms should be returned no later than 23rd March 1984. (54354) 110010

NORTHUMBERLAND

LYNEMOUTH COUNTY FIRST
Lynemouth, Morpeth NE61 4YR
Group 4, 130 pupils
Headteacher required from September 1984. Applicants should be completed not less than 3 years service as qualified teachers at date on which they submit their application. Removal expenses/lodging allowance may be payable.
Application forms (foolscap sae) from the Area Education Officer for Acting Director of Education, County Hall, Morpeth NE61 2EF. (60416) 110010

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
NAFFEN C.P. SCHOOL
Newtown
Required for 1st September, 1984, a qualified Head Teacher. Salary on group 3.
Application forms and further particulars obtainable from the Director of Education, Education Department, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5EU, to whom completed forms should be returned by 16th March, 1984. (57148) 110010

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
TREGYNON C.P. SCHOOL
Newtown
Required for 1st September, 1984, a qualified Head Teacher. Salary on Group 1.
Application forms and further particulars from the Director of Education, Education Department, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5EU, to whom completed forms should be returned by 16th March, 1984. (Ref: 788). (57150) 110010

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
ST. MORIS COUNTY PRIMARY SCHOOL
Tyrrington Drive, Peel Green, Eccles, M30 8FT
Required for September 1984, A HEADTEACHER (GROUP 3).
Please send s.a.e. for application form and further particulars to the Chief Education Officer, Education Office, Chapel Street, Salford, M3 5LT to whom completed applications should be returned by 23rd March 1984. (60447) 110010

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
BURNGREAVE MIDDLE SCHOOL
Burndon Road, Sheffield S4 7EJ
Required for September 1984, a Headteacher for this Group 4 School which has a language centre.
Application forms and further details are available from the Chief Education Officer (Teachers Division) PO Box 67, Leopold Street, Sheffield S1 1RJ to whom completed forms should be returned by 23rd March. (60588) 110010

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
FOREMARK INFANT SCHOOL
Catarkmoke Road, Sheffield S7 2QW
Required for September 1984, a Headteacher for this Group 3 School.
Application forms and further details are available from the Chief Education Officer (Teachers Division) to whom completed forms should be returned at Box 67, Leopold Street, Sheffield S1 1RJ by FRIDAY, 23 MARCH (60587) 110010

SOMERSET

SAMPFORD ARUNDEL COUNTY PRIMARY
Nr. Wellington
For September 1984, Head teacher for this Group 1 School.
Application form and details (SAE) from The Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date 23rd March 1984 (60548) 110010

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1984 BINGLEY JUNIOR SCHOOL
Head Teacher Group 3
Application forms and further details are available from The Director of Education, Education Offices, Civic Centre, St Peter's Square, Wolverhampton, WV1 1RR to whom they should be returned within 14 days of this advertisement. (SAE. Please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications are particularly encouraged in accordance with the Council's policy. (60185) 110010

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1984 BINGLEY JUNIOR SCHOOL
Head Teacher Group 3
Required September 1984, DEPUTY HEADTEACHER (Group 3). Applications are invited from enthusiastic and experienced teachers. The successful candidate should be versatile and committed to co-operative teaching. Applicants welcome to visit the school by prior appointment.
Application forms and further details from the Headteacher (SAE). Closing date March 30th, 1984.
Berkshire County Council is an equal opportunity employer. (60516) 110010

BERKSHIRE

WESTWOOD FARM INFANT SCHOOL
Fullbrook Crescent, Tilehurst, Reading RG3 6JG
Required September 1984, DEPUTY HEADTEACHER (Group 3). Applications are invited from enthusiastic and experienced teachers. The successful candidate should be versatile and committed to co-operative teaching. Applicants welcome to visit the school by prior appointment.
Application forms and further details from the Headteacher (SAE). Closing date March 30th, 1984.
Berkshire County Council is an equal opportunity employer. (60516) 110010

CROYDON
LONDON BOROUGH OF CROYDON

BYRON JUNIOR MIXED AND INFANT SCHOOL
Surrey CR3 6XE
Tel: 01-668 4877
Taxable: 1.9.1984

Applications are invited from well-qualified and experienced teachers for the post of Deputy Head (Group 4). Applicants should possess the ability to give a lead in curriculum development, to work with pupils from a wide range of ability and social background. Individual candidates will be automatically be considered.

Salary Scale: Deputy Head (Group 4).

Application forms available from the Head Teacher at the School.

Closing date 25 March 1984. (60971) 110010

BERKSHIRE

WOOLHAMPTON C E (VOLUNTARY AIDED) SCHOOL
Woolhampton, Reading RG7 5TN
Required September 1984, N.O.R. 98 HEADTEACHER (Group 2) to teach Juniors.
Interest in curriculum development and science an advantage.
Further details and application form from the Headteacher.
Closing date March 30th, 1984.
Berkshire County Council is an equal opportunity employer. (60517) 110010

BERKSHIRE

CROWTHORNE C. OF E. (CONTROLLED) PRIMARY SCHOOL
Duke's Ride, Crowthorne, Berks. RG11 6NJ
N.O.R. 313
Required September 1984 DEPUTY HEADTEACHER (Group 3).
Application form and further details from the Headmaster (SAE). Closing date March 16th, 1984.
Berkshire County Council is an equal opportunity employer. (60224) 110010

DEVON

TALBOT COMBINED SCHOOL
Talbot Drive, Parkstone, Poole
(6 - 12 age range. 370 on roll)
Required September 1984 DEPUTY HEAD TEACHER (GROUP 3)
Application forms and further details from the Staffing Officer, Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e. (Closing date 20th March, 1984). (57681) 110012

DORSET

TALBOT COMBINED SCHOOL
Talbot Drive, Parkstone, Poole
(6 - 12 age range. 370 on roll)
Required September 1984 DEPUTY HEAD TEACHER (GROUP 3)
Application forms and further details from the Staffing Officer, Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e. (Closing date 20th March, 1984). (57681) 110012

Deputy Headships Second Masters/ Mistresses

BROADWATER FARM INFANT SCHOOL, Morris Close, London N17

DEPUTY HEAD TEACHER
(GROUP 3)
required as soon as possible.

Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher.
The school has been designated one of social priority and an additional allowance of £2017276 p.a. is payable.
London Allowance (£987) payable.
Removal expenses – 100% allowed in approved cases.
Application Forms (s.a.e.) may be obtained from the Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green, London N22 4TY, to whom forms should be returned by 23rd March, 1984. (2262)

Haringey
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Headships

Applications are invited from experienced and suitably qualified infant and primary teachers for the headship of the following schools:

Hunckes Park Primary School, Wingerworth.
Group 5, Estimated NOR 1984/85 – 210
Carlyle Infant School, Derby.
Group 4, Estimated NOR 1984/85 – 175
Hatton Heathfields Primary School.
Group 5, Estimated maximum NOR 1984 – 219

Application forms and particulars for the above posts (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock. To be returned by 30 March 1984.

Derbyshire County Council is an equal opportunity employer. (2523)

DERBYSHIRE
County Council

Education
Head Teachers

Qualified teachers are invited to apply for appointment as Head Teachers of the following schools. These vacancies are created by the retirement of the respective Head Teachers. All posts are vacant from 1st September 1984.

COLLEGE HOUSE JUNIOR SCHOOL
Cater Lane, Chilwell, Beeston, Nottingham.
Number on Roll : 386 Salary Group : 6

GREENCROFT PRIMARY SCHOOL
Clifton Estate, Nottingham.
Number on Roll : 182
+ 60 Place nursery Salary Group : 6

RUFFORD JUNIOR SCHOOL
Hoewood Road, Bulwell, Nottingham.
Number on Roll : 230 Salary Group : 5

SIR EDMUND HILARY PRIMARY SCHOOL
Kingsway, Kilton, Worksop, Notts.
Number on Roll : 285
+ 40 place nursery Salary Group : 6

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education at County Hall.
Closing date : 23rd March 1984 (2226)

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

EDUCATION
Head Teacher

STURTON C.E. (AIDED) PRIMARY SCHOOL, Church Street, Sturton-le-Steeple, Retford, Notts.

Qualified teachers are invited to apply for appointment as Head Teacher of the above school. The Governors are seeking to appoint a well qualified and experienced teacher. Applicants must have Christian Commitment and should be communicant members of the Church of England. The vacancy is created by the promotion of the Head Teacher to a larger school within the Authority.
Number on Roll: 43 – Salary Group: 2
Vacant: Summer Term 1984.
Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education at County Hall.
Closing date: 23rd March 1984. (2277)

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

London Borough of **ENFIELD**
EDUCATION DEPARTMENT

HEADSHIP

RAGLAN JUNIOR SCHOOL
Raglan Road, Enfield EN1 2RG
Group 7 Roll 495

Applications are invited for this HEADSHIP which will fall vacant in September 1984.

London Allowance, £945. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms and further details (foolscap SAE) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ.
Closing date 23rd March 1984. (2269)

Buckinghamshire Milton Keynes area

ST. MONICA'S R.C. COMBINED SCHOOL
Currier Drive, Neath Hill, Milton Keynes, MK14 6HB.
Group 5 (290 on Roll + 75 Nursery)

DEPUTY HEADSHIP

Required from September 1984, a suitably qualified and experienced practising Roman Catholic is required following promotion of the present deputy to a headship.
Previous applicants will be considered and need not reapply.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms are available from: The Clerk to the Governors, 30 Langcliffe Drive, Heelands, Milton Keynes, MK13 7LA. Tel: 0908 312709. (2642)

PRIMARY DEPUTY HEADSHIP
continued

EALING

LONDON BOROUGH
Ealing Service
VIKING JUNIOR SCHOOL
Radstock Way, Yeading Lane, Northolt UB5 4AW
DEPUTY HEAD required for September, 1984.
Group 3 salary plus £987 London weighting
Application forms (SAE) and further details available from Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, London W5 5SU to be returned by 23 March 1984. (60358) 110018

EALING

LONDON BOROUGH
Education Service
BEACONSFIELD FIRST & MIDDLE SCHOOL
Beaconsfield Road, Southall UB1 1BW
DEPUTY HEAD required for September.
Group 4 plus £987 London Weighting and Social Priority payments.
Relocation expenses may be payable.
Application forms (SAE) and further details from Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, London W5 5SU to be returned by 23 March 1984. (60379) 110018

ESSEX

MERRYLANDS COUNTY INFANT SCHOOL
Cumberland Drive, Laindon, Basildon (Ref.1689)
Tel: Basildon 44288
DEPUTY HEAD, Group 4 plus £988 fringe allowance
IMMEDIATE ADVERTISEMENT
Applications are invited from teachers with good infant experience to join a committed staff. Required September, 1984. Closing 23rd March, 1984.
Application forms from Area Education Office, Pru Area, Clarence Road, Basildon (quote ref. when phoning) or Headteacher S.A.E. please.

ARTHUR BUGLER INFANT SCHOOL
St. James Avenue East, Stanford-le-Hope (Ref. 311)
DEPUTY HEADTEACHER (Group 4)
Applications are invited from enthusiastic and dedicated teachers for the post of Deputy Head of this new primary school. Applicants should be interested in curriculum development. Please state scale point of present appointment. Closing date: 30th March, 1984.
Application forms and further details available from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope.

ST. PIUS X R.C. PRIMARY SCHOOL
Tennyson Road, Chelmsford (Ref.) 3177
Tel: Chelmsford 354875
DEPUTY HEAD
Required September, experienced Enthusiastic Deputy Head Teacher (Group 4 school). Applications are invited from practising Catholics willing to accept broad curricular responsibilities, including interest in Boys' Games, Physical Education, Athletics.

THE PRIORY C.P. SCHOOL
Blakemore Road, Bicknacre, Danbury
Tel: Danbury 5480 (Ref.1)
DEPUTY HEADTEACHER
Required September, an assertive, enthusiastic teacher, willing to take a leading role in preparing to play a leading part in the continuing development of curriculum throughout the school.

DANBURY PARK COUNTY PRIMARY SCHOOL
Main Road, Danbury
(Roll 240)
Tel: Danbury 3264
DEPUTY HEADTEACHER
Required September 1984, an enthusiastic teacher experienced, with understanding, drive, skills to develop a lively, caring, and stimulating learning environment for the children. Closing date 16th March, 1984.
Application forms and details of the appointment may be obtained from Area Education Officer, Area Education Office, Priory Road, Chelmsford CM1 2PE (Chelmsford (0245) 354421 please). (60419) 110018

HERTFORDSHIRE

ST. JOHN'S C.E. (AIDED) (J.M.I.) SCHOOL
Hertford Road, Digswell, Welwyn, Herts. AL6 0DX
Head: Mr. R.E. Palmer
DEPUTY HEAD - GROUP 4
Required from September 1984, an enthusiastic and experienced teacher for the post of Deputy Headship of this popular Church of England Voluntary Aided School. An active communicant member of the Church of England preferred.
For further details and application apply to the Headteacher, enclosing a S.A.E. (60168) 110018

HERTFORDSHIRE

WELL-FIELD WOOD JM SCHOOL
Ripon Road, Stevenage, Herts.
Group 5
Applications are invited for the post of Deputy Head of this School for 1st May 1984 if possible, or September 1984.
Application forms and further particulars are available from the Head. SAE please. Closing date 19th March, 1984. (60172) 110012

HERTFORDSHIRE

EAST HERTS. DIVISION
ST. NICHOLAS-AT-STONE JML SCHOOL, Bengeo, Hertford
Deputy Head Teacher (Group 4 plus £988 fringe allowance)
Required September 1984 for this pleasantly situated village school.
Applications should be suitably experienced, enthusiastic and willing to give a lead in a particular curriculum area, preferably science or maths or computing. Phone Ware 63033 for further details and application form.
Applications should be received by 26th March 1984.

HERTFORDSHIRE

EAST HERTS. DIVISION
BISHOP'S STORTFORD JUNIOR SCHOOL
Deputy Head Teacher (Group 4 plus £988 fringe allowance)
Required September 1984 for this pleasantly situated village school.
Applications should be suitably experienced, enthusiastic Deputy Head Teacher by 26 March 1984.

GLOUCESTERSHIRE

ST. MARY'S C.E. (AIDED) INFANT SCHOOL
Barrow Field Road, Southall UB1 1QH
DEPUTY HEAD required for September.
Group 4 plus £987 London Weighting and Social Priority payments.
Relocation expenses may be payable.
Application forms (SAE) and further details from Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, London W5 5SU to be returned by 23 March 1984. (60379) 110018

HERTFORDSHIRE

LONGMEADOW JUNIOR SCHOOL
Oaks Cross, Stevenage, Herts.
Tel: Stevenage 351082
Head: Mr. T. Longhurst
Required for September 84, an energetic teacher for the post of Deputy Head in this Group 3 Junior School, with a flair for:
- Breadth of interest, rather than curriculum specialism is preferred.
- Candidates are encouraged to visit the School.
- Letters of application including names and addresses of two referees and curriculum vitae to the Head. See for further details.
- Closing date 26th March 1984. (60483) 110018

HERTFORDSHIRE

LONGMEADOW INFANTS SCHOOL
Oaks Cross, Stevenage, Herts.
Head: Mrs. B. Reaigh
Applications are invited from suitably qualified and experienced Teachers for the post of Deputy Head Teacher of this Group 3 Infant School for September 1984.
Application forms and further particulars are available from the Head. SAE please.
Closing date 26th March 1984. (60446) 110018

HILLINGDON

LONDON BOROUGH OF HILLINGDON
HILLSIDE JUNIOR SCHOOL
REQUIRES FOR SEPTEMBER 1984, A Deputy Headteacher for this Group 4 School.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50421) to whom they should be returned as soon as possible and not later than 26 March 1984.
Outer London Allowance Payable. (60632) 110018

HILLINGDON

LONDON BOROUGH OF HILLINGDON
HAREFIELD JUNIOR SCHOOL
Required for September 1984, a Deputy Headteacher for this Group 5 School.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50421) to whom they should be returned as soon as possible and not later than 26 March 1984.
Outer London Allowances Payable. (60633) 110018

HILLINGDON

LONDON BOROUGH OF HILLINGDON
HILLSIDE INFANTS SCHOOL
Required for September 1984, a Deputy Headteacher for this Group 4 School.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50421) to whom they should be returned as soon as possible and not later than 26 March 1984.
Outer London Allowances Payable. (60634) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Pru Area, Clarence Road, Basildon (quote ref. when phoning) or Headteacher S.A.E. please. (60429) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60430) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60431) 110018

SUFFOLK

COUNTY COUNCIL
PRIMARY SCHOOL
Ivy Lane, Newmarket
(Age Range 5 - 9 years)
Required from September, 1984
DEPUTY HEAD
(Group 4) for this newly built primary school.
Further details and application forms from the Headmistress, Mrs. P. Reading (stamped addressed envelope please). (67358) 110019

SUFFOLK

COUNTY COUNCIL
PRIMARY SCHOOL
Ivy Lane, Newmarket
(Age Range 5 - 9) on roll
(Roll 210)
Required from September, 1984
DEPUTY HEAD
(Group 3) to be responsible for one age range, to participate in curriculum development and to take full-time responsibility for a class.
Further details and application forms from the Headmistress, Mrs. P. Reading (stamped addressed envelope please). (67358) 110019

SUNDERLAND

BOROUGH OF SUNDERLAND
WILLIAM ALLEN MEMORIAL PRIMARY SCHOOL
Ryhope
(GROUP 4)
Required for Easter, 1984, or as soon as possible thereafter,
A Deputy Headteacher (Group 4)
Application forms and further details from the Headteacher, Mrs. Ann Scott, 61, Ryhope Village, Sunderland SR2 0DN, or Education Department, P.O. Box 101, Town Hall and Civic Centre, Sunderland SR1 1DN, to whom completed forms should be returned by 26th March, 1984.
Please enclose a stamped addressed envelope for acknowledgement.
Sunderland is an equal opportunities employer.

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60432) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60433) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60434) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60435) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60436) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60437) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60438) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60439) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60440) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60441) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
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HUMBERSIDE

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EDUCATION DEPARTMENT
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HUMBERSIDE

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HUMBERSIDE

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HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
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Group 4
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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60446) 110018

HUMBERSIDE

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HUMBERSIDE

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HUMBERSIDE

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HUMBERSIDE

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EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
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Group 4
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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60458) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60459) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60460) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60461) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
Required from September 1984, an enthusiastic teacher for the post of DEPUTY HEAD. Applications are invited from teachers with good infant experience to join a committed staff.
Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60462) 110018

HUMBERSIDE

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EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60463) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60464) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60465) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
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Group 4
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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60466) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60467) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60468) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60469) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
Sutton Park Road, Hull
Group 4
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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60470) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON PARK PRIMARY SCHOOL
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Group 4
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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60471) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
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Group 4
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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60472) 110018

HUMBERSIDE

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EDUCATION DEPARTMENT
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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60473) 110018

HUMBERSIDE

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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60474) 110018

HUMBERSIDE

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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60475) 110018

HUMBERSIDE

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HUMBERSIDE

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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60477) 110018

HUMBERSIDE

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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60478) 110018

HUMBERSIDE

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EDUCATION DEPARTMENT
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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60479) 110018

HUMBERSIDE

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Sutton Park Road, Hull
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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60480) 110018

HUMBERSIDE

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EDUCATION DEPARTMENT
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Sutton Park Road, Hull
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HUMBERSIDE

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HUMBERSIDE

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HUMBERSIDE

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HUMBERSIDE

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HUMBERSIDE

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HUMBERSIDE

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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60488) 110018

HUMBERSIDE

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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60489) 110018

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
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Group 4
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Application forms from Area Education Office, Priory Road, Grays, on receipt of a stamped addressed envelope. (60490) 110018

HUMBERSIDE

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HUMBERSIDE

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HUMBERSIDE

COUNTY COU

ilea Inner London Education Authority

HEADSHIPS

DICK SHEPPARD (SM) SCHOOL
TULSE HILL, SW2 2QA.

Applications are invited for the post of headteacher which is vacant now following the retirement of the former headteacher, Mrs M. E. Broadley, from 803. Burnham group 11 plus inner London allowance. Commitment to multi-cultural education and determination to advance academic and pastoral initiatives essential.

PLUMSTEAD MANOR (SG) SCHOOL
OLD MILL ROAD SE18 1DF

Applications are invited for the post of headteacher which will become vacant on 1st September, 1984, following the retirement of the present headteacher, Miss E. R. Smith. Roll 1360. Burnham group 12 plus inner London allowance.

Please send foolscap sae for application form and further details of the above posts to Education Officer, EC/7916, County Hall, SE1 7PB. Closing date for the return of completed forms 30th March.

GREY COAT HOSPITAL (SG) SCHOOL
GREY COAT PLACE, (ARTILLERY ROW), LONDON SW1E 2DY. Tel: 01-828 0698

Th governors invite applications for the appointment of head upon the retirement for medical reasons of Miss D. E. Stevenson BSc, after 12 years' distinguished service. Roll 830. Salary Burnham group 11 plus inner London allowance.

Application forms and further information of this 5 form entry Church of England V.A. comprehensive school for girls may be obtained from the Clerk and Bursar, Queen Anne's Foundation of Grey Coat Hospital, 32 Tufton Street, London SW1E 3HU. Tel: 01-828 3065. Closing date for the return of completed application forms 1s 30th March. It is hoped to appoint the head from 1st September, 1984.

ST THOMAS MORE RC (SM) SCHOOL
FOOTSCRAY ROAD, ELTHAM SE9 2BU. Tel: 01-850 6700

The governors invite applications from a suitably qualified and experienced practising Roman Catholic teachers for the post of headteacher of this Burnham group 9 (plus inner London allowance) 3 FE mixed comprehensive school. Roll 540. The vacancy dates from 1st September 1984 on the retirement of the present headteacher.

Housed in modern buildings on one compact site, the school is on the conexdom arrangements are well established with 6 other local church schools.

Application forms and further details are obtainable from the Clerk to the Governors at the above address, to whom completed forms should be returned by 23rd March, 1984. Please give the name and address of your parish priest for reference purposes.

ILEA is an equal opportunities employer. (9275)

THE SKINNERS' COMPANY'S SCHOOL FOR GIRLS
STAMFORD HILL, LONDON, N16

The Headship of this ILEA (VA) non-denominational (SG) 5 FE 11–18 comprehensive school in Hackney becomes vacant in September on the retirement of Miss Pamela Edwards, CBE, BSc. Roll 1984/5 c. 1,000, Burnham Group 11 plus Inner London Allowance. Joint VIth Form with nearby (SB) county comprehensive.

Applications by letter accompanied by full CV (CLOSING DATE 21st MARCH) to The Clerk to The Worshipful Company of Skinners (from whom further particulars obtainable), Skinners' Hall, 8 Dowgate Hill, London EC4R 2SP. (9113)

THE CENTRAL FOUNDATION SCHOOLS OF LONDON

Boys' School, Cowper Street, London EC2A 4AP

The Governors invite applications for the

HEADSHIP

of their Boys' School which will become vacant on 1st September, 1984.

The School is a 3-form entry Voluntary Aided Comprehensive School. (Burnham Group 9 plus London Allowance).

Application forms and further particulars of the School are available from the Clerk to the Governors at the above address to whom completed forms should be returned by 21st March 1984.

SECONDARY HEADSHIPS
continued

BARNSLEY

METROPOLITAN BOROUGH OF BARNSLEY
HEADTEACHERS
Applications are invited from suitably qualified and experienced teachers for the following vacancies to take up duties in September 1984:
BROADWAY SCHOOL
Broadway, Barnsley
Group 10 (11 - 16 Mixed Comprehensive - N.O.R. 870)
DEARNESIDE SCHOOL
Goldthorpe Road, Goldthorpe, Rotherham
Group 10 (11 - 16 Mixed Comprehensive - N.O.R. 1050)
PRIORY SCHOOL
Blucher Road, Barnsley
Group 10 (11 - 16 Mixed Comprehensive - N.O.R. 888)
SILKSTONE C.P. HIGH SCHOOL
Barrow Road, Grimethorpe, Barnsley
Group 11 (11 - 18 Mixed Comprehensive - N.O.R. 1050)
SECOND DEPUTY HEADTEACHER
PENISTONE GRAMMAR SCHOOL
Penistone, Sheffield
Group 13 (11 - 18 Mixed Comprehensive N.O.R. 1453)
Application forms and further particulars (SAE please) are available from the Education Officer's Secretariat, Gloucester Chambers, Barnsley S70 2SS to whom they should be returned within 2 weeks of the appearance of this advertisement. (54578) 130010

LINCOLNSHIRE

DE ASTON SCHOOL
Market Rasen

A Voluntary Controlled 11 - 18 Co-Educational Comprehensive School
(Group 11) with boarding for 70 boys

HEADMASTER/HEADMISTRESS

Required from September 1984.

The Governors invite applications for the above post from well qualified University Honours Graduates, who are imaginative, resourceful and capable of continuing to lead this school forward with vision.

The candidate appointed will have overall responsibility for the school and the boarding house, he or she must be an enlightened policy maker, have proven management skills and substantial teaching experience.

De Aston is proud of its achievements and expects high standards from its pupils and its staff. It serves Market Rasen and surrounding rural area and is a non-operational RAF station.

There are currently 1040 on roll including 300 in the sixth form (50 in part time sixth form 16 comprehensive schools). There are 71 full time members of staff. There is a well appointed Head's house available.

Please apply by letter with full curriculum vitae and the names and addresses of two referees to the Clerk to the Governors at The De Aston School, Market Rasen, Lincolnshire LN8 3EP by Saturday 31 March 1984. (60546) 130016

Deputy Headships
Second Masters/ Mistresses

BARNET

(LONDON BOROUGH) EDMONTON SCHOOL
Spicers Hill Road, NW4
Roll: Boys 600, Girls 300
As a result of the reorganisation and enlargement of this comprehensive school, providing mixed 6th forms on two sites, an additional
GROUP 11 HEADTEACHER,
will be required with responsibility for the "Deputy" position from SEPTEMBER, 1984. Applications are invited from teachers with wide education experience and proven ability in school management, particularly organisation with flexibility, appreciation of the development of the curriculum and pastoral care. The successful candidate will be an important member of the management team.
Application forms and further particulars from the Director of Education, The Town Hall, Friern Barnet Road, N11 3DL. Closing date 23rd March 1984. (60558) 130015

BERKSHIRE

LANGLEY GRAMMAR
Reddington Drive, Langley, Slough SL3 8PY
Tel: 0753 [illegible] (0753 [illegible] 6th Form - Summer)
Deputy and Second Teacher (Girls' Welfare and Discipline)
Applications are invited for the post of Deputy Head Teacher (Girls' Welfare and Discipline) and Second Master/Mistress (Girls' Welfare) to take up duties in September 1984.
Further details and application forms from the Headmaster at the above address. (60547) 130013

DORSET

ST. PETER'S SCHOOL
St. Catherine's Road, Bournemouth BH6 4AH
(R.C. Co-educational)
Comprehensive, age range 11 - 18; 1350 on roll including 260 in the Sixth Form
Required for September 1984, Deputy Head Teacher for this Group 10 school.
Applications are invited from suitably qualified and experienced teachers who should be those who possess full applicant will be required, among his responsibilities, for overseeing the pastoral care of pupils.
The Governors wish to appoint a practising Roman Catholic.
Application forms and further details on receipt of s.a.e. (Closing date Tuesday 27th March 1984). (57098) 130012

ESSEX

LOUGHTON COUNTY HIGH SCHOOL
Alderton Hill, Loughton
(Roll 1367)
Tel: 01-508 1173
DEPUTY HEAD: Group 10
Required September 1984 for teaching and other responsibilities within senior management. School recently extended to 6 form entry. Full ability range. Joint 6th Form with neighbouring school (Roding). Closing date 1 April 1984.
Further details and application forms from Director of Education, Essex Area Office, St. John's Road, Epping CM16 5DB, on receipt of s.a.e. only.

EPPING FOREST HIGH SCHOOL
Romeorth Gardens, Loughton
(Roll 1,116)
Tel: 01-508 5808
SENIOR TEACHERS (2 Posts)
Required in September 1984 (or earlier) for major curricular and pastoral responsibilities following promotions to Deputy Headships and restructuring of senior management. Closing date 23rd March, 1984.
Application form and details from the Headmaster at the school (foolscap s.a.e. please). (60568) 130012

GLOUCESTERSHIRE

ST PETER'S R.C. HIGH SCHOOL (V.A.)
Stroud Road, Gloucester
(11 - 18 Mixed Comprehensive) N.O.R. 1012
Due to retirement of the present holder, the Governors invite suitably qualified and experienced applicants for the post of:-
SECOND MASTER/MISTRESS
(Deputy Head Group 10 Scale) The successful applicant will be a practising Catholic, will play a leading role in the management team of the School and will have special responsibility for Girls' welfare and discipline.
The appointment will date from 1st September, 1984.
Application forms and further details (foolscap s.a.e.) from the Headmaster to whom they should be returned by March 23rd. (60480) 130014

HAMPSHIRE

FROGMORE COMPREHENSIVE SCHOOL
Frogmore Road, Yateley, Camberley, Surrey
Comprehensive Mixed 11 - 16 (18)
N.O.R. 940
Required for September 1984, for this
Second Master/Mistress responsible to take full responsibility for the personal welfare and pupil welfare, closing date 30th March.
Letter of application together with the names and addresses of two educational referees to the Head Teacher (Ref. 7/9/41) by 23rd March. 130015

HERTFORDSHIRE

BARCLAY SCHOOL
Walkern Road, Stevenage
All-through 11-18 3 form entry, mixed 900 on roll.
Group 10
Required for September a Second Deputy Head whose duties will include overall responsibility for the welfare of pupils. Applications from candidates will be expected to play a major role in the day to day running of the school as well as in planning for the future development of the curriculum and the pastoral system. Letters of application stating full details of qualifications and experience together with the names of two referees should be sent to the Headmaster, Mr. Peter Hall, as soon as possible. (60581) 130013

HERTFORDSHIRE

NICHOLAS BREAKSPEAR SCHOOL
Wick Rd, Sarehamwood WD2 6LG
Tel: 01-950-7099
Grade A/Group 10 (£6311 p.a.)
Applications are invited from well qualified teachers for the posts of Deputy Head (Girls) and Second Master/Mistress (Boys) both mixed all ability 11 - 18 schools. Both posts to be filled from September 1984. There are two posts as a result of the retirement of the present holder.
Responsibilities to be defined in the light of applicants' qualifications and experience but will include administration, liaison with feeder schools, curriculum development, pastoral care, staff development and the new Deputy's post will include a substantial contribution to a developing special school.
Application forms and further details from the Headmaster, Mr. Peter Hall, to whom they should be returned by 23rd March 1984. 130013

KENT

KEMNAL TECHNOLOGY COLLEGE
Hawkwood Lane, Chislehurst BR7 5PP
Tel: 01-467 2911
Second Master/Mistress
Required for September 1984 to take responsibility for the pastoral care of pupils in this 11-18 mixed comprehensive school with 1,000 pupils, including 170 in the sixth form.
Group 10 Scale
Applications are invited from suitably qualified and experienced teachers who should be those who possess full applicant will be required, among his responsibilities, for overseeing the pastoral care of pupils.
The Governors wish to appoint a practising Roman Catholic.
Application forms and further details on receipt of s.a.e. (Closing date Tuesday 27th March 1984). (57098) 130012

LANCASHIRE

ST. WILFRID'S R.C. HIGH SCHOOL
Broadway, Chorley PR7 1NA
Tel: 02572 64141
Required for September 1984 Second Master/Mistress to take responsibility for the welfare and discipline of girls in this 11-18 mixed comprehensive school with 1,000 pupils, including 170 in the sixth form.
Group 10 Scale
Applications are invited from suitably qualified and experienced teachers who should be those who possess full applicant will be required, among his responsibilities, for overseeing the pastoral care of pupils.
The Governors wish to appoint a practising Roman Catholic.
Application forms and further details on receipt of s.a.e. (Closing date Tuesday 27th March 1984). (57098) 130012

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer

DE LISLE R.C. (AIDED) COMPREHENSIVE SCHOOL
Thorpe Arch Road, Loughborough LE11 4SG
11 - 16 Comprehensive
NOR 1050
DEPUTY HEAD: GROUP 10
Applications are invited from suitably qualified teachers for the above post vacant from September 1984. Applicants must be practising Catholics.
Further details from the Headteacher (6x4).

Application form and further details including a copy of the school prospectus are available from the Headmaster (S.A.E. please) to whom they should be returned by 23rd March 1984.
Closing Date: 23 March 1984.
An Equal Opportunity Employer

ST. PETER'S HIGH SCHOOL R.C. (V.A.)
Stroud Road, Gloucester
11–18 Mixed Comprehensive NOR 1012

HEAD TEACHER
Group 10

Applications are invited from suitably qualified, practising Roman Catholic Teachers for this post. The vacancy occurs due to the retirement of the present Head Teacher. The appointment will be from 1st September, 1984.

Application forms may be obtained from the Head Teacher at the school and should be returned to the Chairman of the Governors at St. Peter's Presbytery, London Road, Gloucester on or before 22nd March, 1984.

Please enclose a stamped addressed envelope. (2289)

Gloucestershire County Council

HUMBERSIDE EDUCATION COMMITTEE
HEADS

Required for September, 1984 for the following schools

St. Mary's RC (Voluntary Aided) Senior High School
Inglemire Lane, Hull.
545 Pupils on roll, Burnham Group 10, Age Range 13–18

The Governors would welcome applications from Practising Catholics.

GREATFIELD HIGH SCHOOL
Hemswell Avenue, Hull, North Humberside.
937 Pupils on roll, Burnham Group 11, Age Range 13–18

RIDDINGS COMPREHENSIVE SCHOOL
Enderby Road, Scunthorpe, South Humberside.
821 Pupils on roll, Burnham Group 10, Age Range 11–16.

Applications are invited from suitably qualified and experienced teachers for the posts of Headteacher which will become vacant with effect from 31st August, 1984, following the retirement of the respective Heads of the Schools. The successful candidates will be expected to commence duty in September, 1984.

Application forms and further particulars are obtainable from:

I. For St Mary's School, from the Clerk to the Governors, c/o Director of Education (HQ Staffing), at the address below, to be returned not later than Friday 23rd March 1984.

II For other posts, from the Director of Education (HQ Staffing), County Hall, Beverley, North Humberside HU17 9BA (Tel: 0482 867131 Ext. 3316, to whom completed forms should be returned not later than Wednesday 21st March 1984.

All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their DRO will be guaranteed an interview. (2282)

City of Manchester Education Committee

TEN ACRES UPPER SCHOOL,
Hague Street, Newton Heath, Manchester M10 6AE

Second Master/Mistress
Group 8 (S)

Required for September 1984 at this Group 8 (S) Secondary Special School for children with moderate learning difficulties. As well as possessing the requisite management skills applicants must be experienced in the planning and implementation of objectives-based teaching programmes, including direct instruction techniques. An additional qualification in special education would be an advantage.

Application forms and further details from the Headteacher at the school (Tel No: 061-205 4782).
Closing Date: 23 March 1984.
An Equal Opportunity Employer

SECONDARY DEPUTY HEADS
continued

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION

HUMBERSTON SCHOOL
Humberston Avenue, Humberston

Required for September, 1984 SECOND MASTER/MISTRESS
GROUP 9 to be responsible for the welfare and well-being and personal development of the pupils. A wide experience of pastoral work is required. Responsibilities is required, together with academic and organisational flair. This is an opportunity for an able practising teacher to join the Senior Management team.

The school opened in 1977 in new purpose built accommodation. It serves the community of Humberston and Cleethorpes and is situated in pleasant open country 2 miles from Cleethorpes.

Application forms and further information obtainable from the Head of the school to whom completed forms should be returned within 10 days of this advertisement. (60581) 130012

HUMBERSIDE

EDUCATION COMMITTEE
GOOLE DIVISION
HAYGARTH SCHOOL
Barnfield Avenue, Barton-on-Humber
Head Teacher: R. N. Jellison
Group 10
School Roll: 1470
DEPUTY HEAD required for September 1984
Applications are invited from well qualified teachers with significant experience in comprehensive schools for the above post. The successful applicant will be expected to contribute in the areas of whole school management and have responsibility for the welfare of girls.
Further details obtainable from the Head Teacher of the school to whom completed forms should be returned no later than 19th March, 1984 (i.a.s. please). (57782) 130012

HUMBERSIDE

EDUCATION COMMITTEE
GOOLE DIVISION
ASHCROFT SCHOOL
Carr Road, Beverley HU17 9BA
Co-educational
Comprehensive 11 - 18 years.
Roll: 1350 including 170 in Sixth Form
SECOND MASTER/MISTRESS required for September 1984. A well-qualified and experienced teacher is required to share duties with the Deputy Head (Girls) and Deputy Head (Boys) and in particular, to be responsible for girls' welfare matters.
Application forms and further details are available from the Headteacher at the above address. Please enclose stamped addressed envelope. (60581) 130012

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
COOPER BOYS' SCHOOL
Queen's Road (A3), Kingston
Richmond Road, Kingston upon Thames, Surrey KT2 5PE
Tel:
Sixth form: 719 pupils
Age 11+ in the 6th Form
Group 12
HEADMASTER required for September 1984. An authoritative, well organised leader with considerable experience and initiative is required.
Deputy Head: Group 10 plus London Allowance
Application Forms and further details, obtainable from the Director of Education, Kingston upon Thames, Guildhall, Kingston upon Thames, Surrey, to whom completed forms should be returned by 15 March 1984. (57999) 130013

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer

DE LISLE R.C. (AIDED) COMPREHENSIVE SCHOOL
Thorpe Arch Road, Loughborough LE11 4SG
11 - 16 Comprehensive
NOR 1050
DEPUTY HEAD GROUP 10
Applications are invited from suitably qualified teachers for the above post vacant from September 1984. Applicants must be practising Catholics.
Further details from the Headteacher (6x4).

Application form and further details including a copy of the school prospectus are available from the Headmaster (S.A.E. please) to whom they should be returned by 23rd March 1984.
Closing Date: 23 March 1984.
An Equal Opportunity Employer

MERTON

LONDON BOROUGH OF MERTON
HENRY THORNTON
TAMWORTH MANOR HIGH SCHOOL
Wide Way, Mitcham, Surrey CR4 1BL
Headteacher Mr. G.D.N. Giles, M.A.
Tel: 01-764 5118
Age Range 13 - 18 yrs.
No. on roll 1770
Burnham Allowance £987
Group 10 Scale
Date from March 1984

Required from September 1984 due to promotion of present holder. A second Master/Mistress to join The Senior Management team of thirteen. 13 - 18, Group 10, Mixed High School.

Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose stamped addressed envelope. (60626) 130012

NORTHAMPTONSHIRE

SPONNE SCHOOL
Brackley Road, Towcester, Northants. NN12 7DJ

Required for September in this 11 - 18 coeducational comprehensive school of 1050 pupils, including 160 in the sixth form: a HEAD OF SIXTH FORM (Deputy Head Scale) to be responsible for the welfare, discipline and pastoral care of the sixth form. Applications are invited from well qualified teachers with significant experience of teaching and caring for sixth form students, and who are able to initiate and lead curriculum development of both one-year and two-year courses.

The school is situated in a pleasant rural area of South Northamptonshire.

Application forms and further particulars available from the Headmaster (s.a.e. please) to whom completed forms should be returned by Closing date: 23rd March 1984. (60574) 130012

OLDHAM

METROPOLITAN BOROUGH

HATHERSHAW SCHOOL
Bellfield Avenue, Oldham OL8 3EH

FIRST DEPUTY HEADTEACHER

Required for September 1984 for this 11-16 comprehensive of about 550 pupils.

The vacancy arises due to the promotion of the present holder to a Headship.

An experienced graduate is sought to support and assist the Head in administration:- including timetabling and the academic work of the school.

A Social Priority Allowance is payable.

Application forms/further details (sae please) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable by 23rd March 1984. (60455) 130014

WEST SUSSEX

ST. WILFRIDS R.C. (VOLUNTARY AIDED) SCHOOL
Oakwood, Old Horsham Road, Crawley
(13 - 18 mixed, across 700 on roll, 150 in Sixth Form)
Following the appointment of the present holder, applications are invited from suitably qualified and experienced Roman Catholic teachers for the post of Deputy Head of the school with effect from the start of the Autumn Term, 1984.

Details and application forms from Peter J. Bradshaw, B.A. Headmaster (for copies of s.a.e. (STS191 130012

WIGAN

METROPOLITAN BOROUGH OF WIGAN
FREE LONGWORTH HIGH SCHOOL
Brynlow Lane, Tyldesley, Manchester M29 8JW
Tel: Atherton 883796
11 - 16 mixed comprehensive
Required for September 1984
SECOND MASTER/MISTRESS (Deputy Headteacher Scale)
Previous applicants who would like to be reconsidered should re-apply.
Application forms and further particulars available from and returnable to the Head at the school. (s.a.e. please). Closing date 26 March 1984. (54500) 130012

WILTSHIRE

COUNTY COUNCIL

ST. AUGUSTINE'S R.C. SECONDARY SCHOOL
Trowbridge
(Roll 500, 11 - 16 mixed, Group 10)

Second Master/Mistress required for the Autumn Term 1984. Re-advertisement, previous applicants will be considered.

The Governors are seeking a well-qualified and experienced teacher to share responsibility for the welfare and discipline of girls. The duties will include the promotion of the present ethos of the school and in her religious order. Applicants must be committed practising Roman Catholics.

Application form and further details (s.a.e. please) from the Headteacher (Ref. 7/9/41) by 16th March 1984. 130013

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
MANIAKAH R.C. HIGH SCHOOL FOR GIRLS
New Ford Road, Upton, Wirral L49 9SZ
(11 - 18 to range 800 on roll - 160 in Sixth Form)
REQUIRE FOR SEPTEMBER, 1984:
(1) DEPUTY HEADTEACHER - Group 10 School.
Applications are invited from suitably qualified and experienced practising Roman Catholic teachers for the post.
The successful applicant will be responsible for the planning and evaluating of the curriculum in the lower half of the school as well as having responsibility for timetabling.
(ii) HEAD OF LOWER SCHOOL (Years 7 - 9)
Senior Teacher
Applications are invited from suitably qualified and experienced practising Roman Catholic teachers for the above post.
The successful candidate will be expected to contribute fully to the administrative and pastoral life of the school and form part of the management team.
Letters of application together with full curriculum vitae, plus the names and addresses of two referees should be sent to the Headmistress before 23rd March, 1984. Please enclose s.a.e. (60178) 130012

Remedial Posts
Heads of Department

ESSEX

SAFFRON WALDEN COUNTY HIGH SCHOOL
Ashdon Road, Saffron Walden CB11 4UH
(Roll 1,116 - 11-16 Co-educational - Sixth 191)
Tel: 0799 21355
HEAD OF SPECIAL EDUCATION, Scale 3 or 4
Required September 1984. Responsible for all aspects of remedial work and teaching with a wide range of educational needs. Very well-established department; good facilities.
Further details from Headteacher to whom letters of application, including curriculum vitae and names and addresses of two referees should be sent (foolscap s.a.e. please). (60660) 131018

HAMPSHIRE

SOUTH EAST HANTS. AREA
FAREHAM SCHOOL
Bert Plain Avenue, Cowplain, Hants. PO8 0NY
(12 - 16 mixed comprehensive school - 1140 on roll)
Required September 1984, HEAD OF DEPARTMENT for children with Special Needs - Scale 2.
Apply to Headteacher, enclosing curriculum vitae and names of two educational referees. S.A.E. for further details.
Closing date: 6th April 1984 (577798) 131018

HAVERING

LONDON BOROUGH OF HAVERING
THE CAMPION SCHOOL
Wingletye Lane, Hornchurch RM11 3AX
(Roll 750 Boys - Sixth Form 160)
Voluntary Aided R.C. 11 - 18 School
Tel: Hornchurch 53232
Headteacher: Dr. J.F. Donnelly, M.A., Ph.D., F.R.S.A.
Head of Special Education Department - Scale 2 - required for September 1984. The person appointed to this new post in the school will be responsible for developing a whole school policy for special educational provision throughout the school which will have a special unit.
Letters of application enclosing full curriculum vitae and quoting two referees should be sent direct to the Head Master at the school. (60768) 131018

KIRKLEES

METROPOLITAN COUNCIL
DIRECTOR OF EDUCATIONAL SERVICES
NEWSOME HIGH SCHOOL
Castle Avenue, Newsome, Huddersfield HD4 6JP
(11 - 16 Comprehensive - N.O.R. 960)
(NOR 487)
Required for Easter or September, Teacher Scale 2 of children with special needs of particular responsibility for the REMEDIAL Department. Newsome has an on roll pupils who are Physically Handicapped, pupils who are partially hearing and pupils for whom English is a second language. It is hoped that the person appointed will be able to assist with individual programmes of these pupils.
Letters of application with curriculum vitae and the names and addresses of two referees should be forwarded to the Headmaster of the school as soon as possible. 131018 (54566)

NORTH TYNESIDE

METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
THE SPIRE SCHOOL
COMMUNITY HIGH SCHOOL
Preston Road, Monkseaton, Tyne and Wear NE25 9PU
Tel: 091 [illegible]
Headteacher Designate: Mr. R.M. Macdonald
Required for 1st September, 1984 for the new School a Head of Department for Preston and Linskill High Schools.
Scale 3 HEAD of SPECIAL NEEDS to be responsible for developing and administering all provision for children with special needs throughout the school. This is an all pupil with special needs and review of the effectiveness of their provision in the new Community High School.
Application forms and further details are available as receipt of a s.a.e. from the Headteacher Designate to whom they should be returned within two weeks of the appearance of this advertisement. (60814) 131018

Scale 1 Posts

BUCKINGHAMSHIRE

MILTON KEYNES AREA
SIR FRANK MARKHAM SCHOOL
Woughton Campus, Rainbow Drive, Leaghanji, Milton Keynes MK6 5EH
(1,050 on roll)
Required for September 1984, a Biology Teacher in the Additional Studies Faculty. Most teaching with small withdrawal groups of less-able pupils, where an interest in Mathematics would be an advantage, but with opportunities to take mixed ability classes for other courses within the faculty. Scale 1.
This comprehensive school opened in 1978 in new buildings is designed for 1400 pupils aged 13 to 18 and will have purpose-built sixth form accommodation by early 1985. It has a strong core teacher support for its pupils and developing community involvement.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, Mr. K. Harrison, B.A., on receipt of a suitably addressed foolscap envelope. (54728) 131022

By Subject Classification
Arts and Design
Scale 1 Posts

CROYDON

LONDON BOROUGH OF CROYDON

ASHBURTON
Shirley Road, Croydon CR9 7AL

Tel: 01-656 0322/5

Tenable: 30 April 1984

Required for next summer term only a temporary teacher of Art to work in a department housed in a purpose built building. There are facilities for a wide range of activities including pottery and screen printing. Art is a very popular subject in the school and taught to C.S.E. and 'O' level.

Application forms may be obtained by telephoning the school.

SALARY: Burnham Scale 1 with London Area Allowance. (54807) 131 [illegible]

HEREFORD AND WORCESTER

COUNTY COUNCIL

THE JOHN KYRLE HIGH SCHOOL
Ledbury Road, Rose-on-Wye, Herefordshire HR9 7BT

Teacher of Art (Scale 1) required as soon as possible to teach throughout the age range 11-18. The skills sought include drawing, painting and three dimensional and graphic design.

Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (60655) 131018

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION

HAVELOCK SCHOOL
Holycoke Road, Grimsby

Required from 30th April 1984, TEMPORARY ASSISTANT TEACHER, ART to 'O' and 'A' level in a well equipped and staffed Art Department in this 11 - 16 Comprehensive School, for the summer Term only.

Application forms and further details are available from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. (57400) 131022

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
CRICKHOWELL HIGH SCHOOL
This new purpose built, Group 9 school opened in September 1983 with Years 7 - 9 and is developing as an 11 - 18 comprehensive school, to serve the small market town of Crickhowell and surrounding villages in the Usk Valley.
Required September 1984 two enthusiastic (but) qualified part-time (0.5) teachers for temporary posts (Scale 1): One Fine Art Graduate Teacher/Art Historian, experienced in teaching all aspects of Textile Design, both these are for one school year, 1984 - 85. Further details of these posts in each of these areas will be published from 1st September 1984.
Application forms and further information may be obtained from the Headteacher, Mr. Alan Greenwell, Crickhowell High School, New Road, Crickhowell, Powys, NP8 1BA (Tel: 0873 [illegible]). Closing date for the receipt of completed application forms 30th March 1984. (60[illegible]) 131022

Commercial Subjects
Heads of Department

LONDON

RAINE'S FOUNDATION SCHOOL (V.A. C OF E)
Approx. 1,000 pupils, Group E1
Tel: 730 1066
Required from September 1984, Head of Business Studies (Scale 2) to lead a 3 form entry mixed voluntary school. There is a BEC General Course run in conjunction with a large sixth form. Additional post includes responsibility for office practice and secretarial studies courses. A new accommodation in 1985.
Apply by letter direct to Headmaster, enclosing curriculum vitae and details of two referees. (60605) 131818

Scale 1 Posts

EALING

(LONDON BOROUGH) EDUCATION SERVICES
BRAVEHEART ROAD HIGH SCHOOL
Greenford Bridge Road, Hanwell, London W7
Ages 11 - 18 No. on roll 1140 - Sixth Form 180
Required for summer term only a teacher of commercial subjects to work in well equipped department in this 3 form entry mixed High school.
The examination classes in the fourth and fifth years in addition to full commercial courses in the sixth form. Candidates interested in modern trends in business studies, particularly in relation to the BTEC courses. A well-qualified and enthusiastic teacher is sought who can offer a significant contribution to some of the departments work.
Letters of application enclosing curriculum vitae and the names of two referees should be sent to the Headteacher. (50766) 131822

HAVERING

LONDON BOROUGH OF HAVERING
THE CAMPION SCHOOL
Wingletye Lane, Hornchurch RM11 3AX
(Roll 750 Boys - Sixth Form 160)
Voluntary Aided R.C. 11 - 18 School
Tel: Hornchurch 53232
Headteacher: Dr. J.F. Donnelly, M.A., Ph.D.
Head of Special Education Department - Scale 2 - required for September 1984, the person appointed to this new post in the school will be responsible for developing a whole school policy for special educational provision throughout the school which will have a Special Unit.
Letters of application enclosing full curriculum vitae and quoting two referees should be sent direct to the Head Master at the school. (60768) 131018

MERTON

LONDON BOROUGH OF MERTON
HENRY THORNTON
TAMWORTH MANOR HIGH SCHOOL
Wide Way, Mitcham, Surrey CR4 1BL
Headteacher Mr. G.D.N. Giles, M.A.
Tel: 01-764 5118
Age Range 13 - 18 yrs.
No. on roll 1770
Burnham Allowance £987
Group 10 Scale
Date from March 1984

Required from September 1984 due to promotion of present holder. A second Master/Mistress to join The Senior Management team of thirteen. 13 - 18, Group 10, Mixed High School.

Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose stamped addressed envelope. (60626) 130012

NORTHAMPTONSHIRE

SPONNE SCHOOL
Brackley Road, Towcester, Northants. NN12 7DJ

Required for September in this 11 - 18 coeducational comprehensive school of 1050 pupils, including 160 in the sixth form: a HEAD OF SIXTH FORM (Deputy Head Scale) to be responsible for the welfare, discipline and pastoral care of the sixth form. Applications are invited from well qualified teachers with significant experience of teaching and caring for sixth form students, and who are able to initiate and lead curriculum development of both one-year and two-year courses.

The school is situated in a pleasant rural area of South Northamptonshire.

Application forms and further particulars available from the Headmaster (s.a.e. please) to whom completed forms should be returned by Closing date: 23rd March 1984. (60574) 130012

OLDHAM

METROPOLITAN BOROUGH

HATHERSHAW SCHOOL
Bellfield Avenue, Oldham OL8 3EH

FIRST DEPUTY HEADTEACHER

Required for September 1984 for this 11-16 comprehensive of about 550 pupils.

The vacancy arises due to the promotion of the present holder to a Headship.

An experienced graduate is sought to support and assist the Head in administration:- including timetabling and the academic work of the school.

A Social Priority Allowance is payable.

Application forms/further details (sae please) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable by 23rd March 1984. 130014

WEST SUSSEX

ST. WILFRIDS R.C. (VOLUNTARY AIDED) SCHOOL
Oakwood, Old Horsham Road, Crawley
(13 - 18 mixed, across 700 on roll, 150 in Sixth Form)
Following the appointment of the present holder, applications are invited from suitably qualified and experienced Roman Catholic teachers for the post of Deputy Head of the school with effect from the start of the Autumn Term, 1984.

Details and application forms from Peter J. Bradshaw, B.A. Headmaster (for copies of s.a.e. (STS191 130012

WIGAN

METROPOLITAN BOROUGH OF WIGAN
FREE LONGWORTH HIGH SCHOOL
Brynlow Lane, Tyldesley, Manchester M29 8JW
Tel: Atherton 883796
11 - 16 mixed comprehensive
Required for September 1984
SECOND MASTER/MISTRESS (Deputy Headteacher Scale)
Previous applicants who would like to be reconsidered should re-apply.
Application forms and further particulars available from and returnable to the Head at the school. (s.a.e. please). Closing date 26 March 1984. (54500) 130012

WILTSHIRE

COUNTY COUNCIL

ST. AUGUSTINE'S R.C. SECONDARY SCHOOL
Trowbridge
(Roll 500, 11 - 16 mixed, Group 10)

Second Master/Mistress required for the Autumn Term 1984. Re-advertisement, previous applicants will be considered.

The Governors are seeking a well-qualified and experienced teacher to share responsibility for the welfare and discipline of girls. The duties will include the promotion of the present ethos of the school and in her religious order. Applicants must be committed practising Roman Catholics.

Application form and further details (s.a.e. please) from the Headteacher (Ref. 7/9/41) by 16th March 1984. 130013

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
MANIAKAH R.C. HIGH SCHOOL FOR GIRLS
New Ford Road, Upton, Wirral L49 9SZ
(11 - 18 to range 800 on roll - 160 in Sixth Form)
REQUIRE FOR SEPTEMBER, 1984:
(1) DEPUTY HEADTEACHER - Group 10 School.
Applications are invited from suitably qualified and experienced practising Roman Catholic teachers for the post.
The successful applicant will be responsible for the planning and evaluating of the curriculum in the lower half of the school as well as having responsibility for timetabling.
(ii) HEAD OF LOWER SCHOOL (Years 7 - 9)
Senior Teacher
Applications are invited from suitably qualified and experienced practising Roman Catholic teachers for the above post.
The successful candidate will be expected to contribute fully to the administrative and pastoral life of the school and form part of the management team.
Letters of application together with full curriculum vitae, plus the names and addresses of two referees should be sent to the Headmistress before 23rd March, 1984. Please enclose s.a.e. (60178) 130012

Remedial Posts
Heads of Department

ESSEX

SAFFRON WALDEN COUNTY HIGH SCHOOL
Ashdon Road, Saffron Walden CB11 4UH
(Roll 1,116 - 11-16 Co-educational - Sixth 191)
Tel: 0799 21355
HEAD OF SPECIAL EDUCATION, Scale 3 or 4
Required September 1984. Responsible for all aspects of remedial work and teaching with a wide range of educational needs. Very well-established department; good facilities.
Further details from Headteacher to whom letters of application, including curriculum vitae and names and addresses of two referees should be sent (foolscap s.a.e. please). (60660) 131018

HAMPSHIRE

SOUTH EAST HANTS. AREA
FAREHAM SCHOOL
Bert Plain Avenue, Cowplain, Hants. PO8 0NY
(12 - 16 mixed comprehensive school - 1140 on roll)
Required September 1984, HEAD OF DEPARTMENT for children with Special Needs - Scale 2.
Apply to Headteacher, enclosing curriculum vitae and names of two educational referees. S.A.E. for further details.
Closing date: 6th April 1984 (577798) 131018

HAVERING

LONDON BOROUGH OF HAVERING
THE CAMPION SCHOOL
Wingletye Lane, Hornchurch RM11 3AX
(Roll 750 Boys - Sixth Form 160)
Voluntary Aided R.C. 11 - 18 School
Tel: Hornchurch 53232
Headteacher: Dr. J.F. Donnelly, M.A., Ph.D.
Head of Special Education

SECONDARY COMMERCIAL SUB continued

SUFFOLK

COUNTY COUNCIL
MILDENHALL UPPER SCHOOL
Bury Road, Mildenhall
(Mixed comprehensive 13 - 18, 1500 on roll)
Required from September, 1984, teaching RSA I/II and OFFICE PRACTICE (Scale II to work within the Humanities Department).
Closing Date: 23rd March, 1984.
Application forms and further details available from the Head Teacher at the school (e.a.e. 9"x4" please).
Short listed candidates will be expected to attend for interview.
Appointment will be conditional upon satisfactory medical examination.
(67514) 132688

Computer Studies

Heads of Department

BERKSHIRE

EASTHAMPSTEAD PARK SCHOOL
Easthampstead Park,
Wokingham, Berks. RG11 3DF
N.O.R. 1630 (140 6th Form).
Required for September 1984, HEAD OF COMPUTING (Scale 3) to take responsibility for a new department of computing with the Computer Studies (where there are presently 4 full classes to 'A' Level) and Computer Appreciation and awareness across the curriculum. An 'A' level pass in Mathematics to 'A' Level would be an advantage. The school has been selected by M.S.C. to take part in the T.V.E.I. pilot project from September 1984 and the Computer Studies will form a part of the core studies well established.
Further information from the Principal, Tel: Wokingham 780888 (answering service) after 4th March, 1984.
Berkshire County Council is an equal opportunity employer. (6032) 132018

WEST SUSSEX

TANBRIDGE HOUSE SCHOOL
Worthing Road, Horsham,
West Sussex RH12 1SR.
11 - 16 Mixed Comprehensive
(Roll 1,000)
HEAD OF COMPUTER STUDIES SCALE 3
Required April/September for an enthusiastic teacher to take charge of computing services. A keen awareness of educational potentials and patterns and the ability to initiate and assist colleagues in other departments with their school has a strong interest (mainly BSC).
Developments in other subjects (CSE Courses; 'O' and 'A' Level) will be encouraged.
Applicants should have computer facilities for development in their fields.
Application forms and further details available from the Head Teacher at the school (s.a.e. please).
Closing date: 23rd March, 1984.
Interviews will be held on 29th March, 1984. (6732) 131628

DORSET

HENRY HARBIN SECONDARY SCHOOL
Wimborne Road, Poole BH15 2BW
Required for September, 1984, a teacher to teach subject to CSE and 'O' level. Ability also to advise on computer development in other areas of the school, particularly Business Studies, Science and Mathematics.
Application forms from Headmaster on receipt of s.a.e. (5755) 132022

ESSEX

PHILIP MORANT COMPREHENSIVE SCHOOL
Roman Hall, Colchester
(Roll 1350 11 - 18 Mixed Comprehensive)
COMPUTER STUDIES, Scale 3
Required for September 1984, enthusiastic graduate to teach computer studies to CSE and 'O' level. Appreciation and interest in the development of use of computers across the curriculum. Ability to teach some Mathematics an advantage.
Curriculum vitae and names of two referees to Headteacher. (50761) 132020

HERTFORDSHIRE

BISHOP'S STORTFORD HIGH SCHOOL
London Road, Bishop's Stortford, Herts CM23 3DU
Roll 950, 100 in Sixth Form
700 Boys, 100 in Sixth Form
COMPUTER STUDIES
GRADUATE
required for September 1984, a Graduate to be in charge of Computing Studies. Well established courses to 'O' Level with existing good facilities awaiting development. The successful candidate will be expected to liaise effectively with other departments and participate in the life of the School. Contribution to sports desirable. Music and Drama would be appreciated. A degree in Computer Science is sought. Candidates will be expected to carry out some teaching in either Mathematics or Science.
Letters of application enclosing curriculum vitae and the names of two referees should be sent to the Headmaster. Closing date 30th March, 1984. (50265) 132026

SURREY

EDUCATION COMMITTEE
EPSOM HIGH SCHOOL
Epsom
(11 - 18 mixed comp. NOR. 780, inc. 100 Sixth Form)
Scale 3 teacher required September 1984 to take charge of NEW COMPUTER EDUCATION DEPARTMENT. Computer Studies to 'O' and 'A' level.
Required for September 1984, a graduate to be responsible for COMPUTER SERVICES for the school and to assist in developing the use of micro-computers as teaching aids generally and to teach Mathematics, Physics or Chemistry to 'O' level. At least 'O' level would be an advantage.
Application forms and further details available from and returned to the Head Teacher at the school by 19 March 1984 (e.a.e. please). (60921) (ref. 130/80) 132050

Scale 1 Posts

DORSET

HENRY HARBIN SECONDARY SCHOOL
Wimborne Road, Poole BH15 2BW
Required for September 1984, graduate (Scale 2) to teach subjects to CSE and 'O' level. Ability also to advise on computer development in other areas of the school particularly Business Studies, Science and Mathematics. Graduates in Computer Science, Mathematics or Physics preferred but non-graduates will be considered at Scale 1.
Further details and application forms from Headmaster on receipt of s.a.e. (5755) 132022

ESSEX

PHILIP MORANT COMPREHENSIVE SCHOOL
Roman Hall, Colchester
(Roll 1350 11 - 18 Mixed Comprehensive)
COMPUTER STUDIES, Scale 2
Required for September 1984, enthusiastic graduate to teach computer studies to CSE and 'O' level. Appreciation and interest in the development of use of computers across the curriculum. Ability to teach some Mathematics an advantage.
Curriculum vitae and names of two referees to Headteacher. (50761) 132020

HERTFORDSHIRE

BISHOP'S STORTFORD HIGH SCHOOL
London Road, Bishop's Stortford, Herts CM23 3DU
Roll 950, 100 in Sixth Form
700 Boys, 100 in Sixth Form
COMPUTER STUDIES
GRADUATE
required for September 1984, a Graduate to be in charge of Computing Studies. Well established courses to 'O' Level with existing good facilities awaiting development. The successful candidate will be expected to liaise effectively with other departments and participate in the life of the School. Contribution to sports desirable. Music and Drama would be appreciated. A degree in Computer Science is sought. Candidates will be expected to carry out some teaching in either Mathematics or Science.
Letters of application enclosing curriculum vitae and the names of two referees should be sent to the Headmaster. Closing date 30th March, 1984. (50265) 132026

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EPSOM HIGH SCHOOL
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Scale 3 teacher required September 1984 to take charge of NEW COMPUTER EDUCATION DEPARTMENT. Computer Studies to 'O' and 'A' level.
Required for September 1984, a graduate to be responsible for COMPUTER SERVICES for the school and to assist in developing the use of micro-computers as teaching aids generally and to teach Mathematics, Physics or Chemistry to 'O' level. At least 'O' level would be an advantage.
Application forms and further details available from and returned to the Head Teacher at the school by 19 March 1984 (e.a.e. please). (60921) (ref. 130/80) 132050

Scale 1 Posts

DORSET

HENRY HARBIN SECONDARY SCHOOL
Wimborne Road, Poole BH15 2BW
Required for September 1984, graduate (Scale 2) to teach subjects to CSE and 'O' level. Ability also to advise on computer development in other areas of the school particularly Business Studies, Science and Mathematics. Graduates in Computer Science, Mathematics or Physics preferred but non-graduates will be considered at Scale 1.
Further details and application forms from Headmaster on receipt of s.a.e. (5755) 132022

ESSEX

PHILIP MORANT COMPREHENSIVE SCHOOL
Roman Hall, Colchester
(Roll 1350 11 - 18 Mixed Comprehensive)
COMPUTER STUDIES, Scale 1

SECONDARY SCHOOLS

HEADSHIPS

DICK SHEPPARD (SM)
Tulse Hill, SW2 2QA
Roll: 923
Applications are invited for the post of Headteacher which is vacant now following the retirement of the former Headteacher, Mrs M. B. Dinsdley. Burnham Group 11 plus. Commitment to multi-cultural education and determination to achieve academic and pastoral initiatives essential.

PLUMSTEAD MANOR (SC)
Old Mill Road, SE18 1QF
Roll: 1,360
Applications are invited for the post of Headteacher which will become vacant on 1 September, 1984, following the retirement of the present headteacher, Miss E. R. Savill. Burnham Group 12.

Please send foolscap sae for application form and further details of the above posts to Education Officer, EO/TS10, County Hall, SE1 7PB. Closing date for the return of completed forms 30 March.

GREY COAT HOSPITAL (SC)
Grey Coat Place, (Artillery Row),
SW1E 2DY
Tel: 01-828 0968
Roll: 710
The governors invite applications for the appointment of Head upon the retirement for medical reasons of Miss D. E. Stevenson, BSc; after 12 years' distinguished service. Inner London Burnham Group 11.

Application forms and further information of this 5 form entry Church of England VA comprehensive school for girls may be obtained from the Clerk and Receiver, Royal Foundation of Grey Coat Hospital, 23 Palace Street, SW1E 5HJ. Tel: 01-828 3055. Completed application forms to return of completed application forms is 30 March.

It is hoped to appoint the Head from 1 September, 1984.

ST THOMAS MORE RC (SM)
Footscray Road, Eltham, SE9 2EU
Tel: 01-850 6700
Roll: 540
The governors invite applications from suitably qualified and experienced practising Roman Catholic teachers for the post of Headteacher of this Burnham Group 8, 3 FE mixed comprehensive school. The vacancy dates from 1 September, 1984 on the retirement of the present headteacher.

Housed in modern buildings on one compact site, the school is on the ILEA/Inner/Bromley borders and draws children from all three areas. Sixth form consortium arrangements are well established with 6 other local church schools.

Application forms and further details are obtainable from the Clerk to the governors at the town address, to whom completed forms should be returned by 23 March, 1984. Please give the name and address of your parish priest for reference purposes.

DEPUTY HEADSHIPS

BLACKHEATH BLUECOAT C.E. (SM)
Old Dover Road, Blackheath, SE3
Tel: 01-858 8221
Roll: 955
Headmistress: Miss S. M. Houlston
Required from September 1984. Second Deputy 3/4ed; Group 10, to share in all aspects of the leadership and care of this oversubscribed voluntary aided CE school. Full member of balanced senior management team with particular responsibility for pastoral care. Applications are invited from well motivated and experienced teachers who are active Christians.

CAMDEN SCHOOL FOR GIRLS (SC)
Sandall Road, NW5 2DB
Tel: 01-485 3414
Roll: 720
Headmistress: Miss C. M. Handley
Required from September 1984. Second Deputy Head to join management team including the responsibility for day to day organisation and for liaison with parents and the community. Please apply to the Headteacher, giving full details of qualifications, experience, present duties and salary. Interviews will be held in October.

QUINTIN KYNASTON (SM)
Marlborough Hill, St. John's Wood,
NW8 0NL
Tel: 01-722 8141
Roll: 1,050
Headmaster: Mr. Laurie Goodchild
Required from September, 1984. First Deputy Head to join senior management team. The main responsibility will be for the area of curriculum development, covering the whole of the school's curriculum as well as parties and leavers' celebrations. The successful candidate will also be expected to take charge of a subject (English or Mathematics) and to contribute to the teaching of that subject. Scale 4 (£9,768 to £10,716) plus responsibility allowance (£1,500). Further particulars and application forms may be obtained from the Headteacher's Secretary. The school welcomes applications from suitably experienced women teachers who would be capable of taking responsibility for the overall management of the school.

SECOND MASTER/MISTRESS

DICK SHEPPARD (SM)
Tulse Hill, SW2 2QA
Tel: 01-674 9421
Roll: 880
Required from September 1984, or sooner if possible, Second Deputy 3/4ed; Group 10, to share in all aspects of the leadership and care of this oversubscribed voluntary aided CE school. Full member of balanced senior management team with particular responsibility for pastoral care. Applications are invited from well motivated and experienced teachers who are active Christians.

CAMDEN SCHOOL FOR GIRLS (SC)
Sandall Road, NW5 2DB
Tel: 01-485 3414
Roll: 720
Headmistress: Miss C. M. Handley
Required from September 1984. Second Deputy Head to join management team including the responsibility for day to day organisation and for liaison with parents and the community. Please apply to the Headteacher, giving full details of qualifications, experience, present duties and salary. Interviews will be held in October.

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WALWORTH (SM)
Shorncliffe Road, SE1 5UJ
Tel: 01-703 5431
Roll: 1,248
Headmaster: Brinley Morgan
Required asap Teacher of Mathematics, Scale 1. An enthusiastic teacher for this department which is in the process of reorganisation following the appointment of a new head of department.

Part-time Post

WAVERLEY (SC)
Honeratt Road, SE22
Tel: 01-732 2276
Roll: 960
Headmistress: Miss B. P. Wise
Required asap. Part-time (0.5) teacher of Mathematics.

MODERN LANGUAGES

Head of Department

WILLIAM PENN (SD)
Red Post Hill, SE24 9JH
Tel: 01-737 2356
Roll: 765
Acting Headmaster: M. A. Hougham
Required from April or September 1984: Head of Modern Languages, Scale 4. Teacher of French to lead a committed and energetic department. French is taught to all pupils in years 1 to 3, following the 'Exists' course in the first two years. French is offered as an option in the Senior School and may be followed to a variety of examination levels.

Posts of Responsibility

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000
Roll: 1,450
Headmaster: Michael Marland
Required from September 1984 teacher of Home Studies, Scale 1, will also be tutor. This is a well established multi-campus school, with excellent remodelled facilities. (SPA) Closing date: Wednesday 21 March.

CROFTON (SM)
Manwood Road, SE4 1SA
Tel: 01-690 1114
Roll: 1,620
Headmaster: J. J. Alderman
Required from September 1984 an experienced teacher at 2 i/c English (Scale 3) on a three site amalgamated school to work with a large, enthusiastic department.

NOTRE DAME HIGH (RC) (SG)
118 St. Georges Road, SE1
Tel: 01-261 1121
Roll: 700
Headmistress: Sister Myra Poole
Required from April 1984. English Teacher, Scale 2, (due to maternity leave). Ability to teach up to A level desirable.

PARLIAMENT HILL (SG)
Highgate Road, NW5 1RL
Tel: 01-485 7077
Roll: 1,200 with mixed 6th Form of 365
Headmistress: Mrs McKeon
Required from September 1984 a teacher of Home Economics, Scale 2, to work in an enthusiastic department with special responsibilities for (a) the development of the upper school syllabi and (b) resources, within the Home Economics department. An experienced teacher is sought who will also be able to teach Fashion and Textiles and Child Development.

MAYFIELD (SD)
92 West Hill, Putney, SW15
Tel: 01-870 7331
Roll: 1,250
Headmistress: Mrs. P. Molnar
Required asap part-time (0.4.) teacher of Home Economics and Mathematics.

Scale 1 Posts

BLACKHEATH BLUECOAT CE (SM)
Old Dover Road, Blackheath, SE3
Tel: 01-858 8221
Roll: 955
Headmistress: S. M. Houlston
Required from September, 1984. Experienced teacher of English (Scale 1) able to take subject through school to A.L. Mixed ability years 1-4. Interest in Drama an advantage. Positive sympathy with Christian Foundation of School essential.

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000
Roll: 1,450
Headmaster: Michael Marland
Required from September 1984 teacher of Home Studies, Scale 1, will also be tutor. This is a well established multi-campus school, with excellent remodelled facilities. (SPA) Closing date: Wednesday 21 March.

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000
Roll: 1,450
Headmaster: Michael Marland
Required from September 1984, teacher of Home Economics, Scale 2, to work in an enthusiastic department with special responsibilities for (a) the development of the upper school syllabi and (b) resources, within the Home Economics department. An experienced teacher is sought who will also be able to teach Fashion and Textiles and Child Development.

ISLINGTON GREEN (SM)
Upper Holloway Road, Islington, N1 8PQ
Tel: 01-226 8511
Roll: 920
Headmistress: Gwenllian Evans
Required from April, 1984, for one term, teacher of Art, Scale 1, to teach from Years 1-5.

Part-time Post

ARCHBISHOP TENISON'S (SB)
99 Kennington Oval, SE11 5SR
Tel: 01-735 3771
Roll: 500
Headmaster: D. D. Powell
Required asap Part-time teacher of Art (0.4); with an interest in Ceramics. Courses include CSE, CEE O and A level.

BUSINESS STUDIES

Head of Department

SACRED HEART RC (SM)
Camberwell Green, SE5 9RP
Tel: 01-274 6696
Roll: 670
Required asap Acting Head of Business Studies. Scale 3. All posts in the school are subject to the Catholic Schools' Recognition Regulations for Division 2, 9, 10. Candidates should have a knowledge and understanding of recent developments in Business Studies Education and commitment to them and a determination to introduce them.

Scale 1 Post

WARWICK PARK (SM)
Peckham Road, SE15 5DZ
Tel: 01-703 4417
Roll: 1,900
Headmaster: Mr Prime
Required for the Summer Term 1984 only, a temporary teacher of Business Studies to teach mainly Accounts and Economics to CSE and O level in the 4th and 5th year.

CAREERS

ST. JOSEPH'S ACADEMY RC (SB)
Lee Terrace, Blackheath, SE3 9TY
Tel: 01-852 7453
Roll: 680, rising to 1,098 September 1984.
Headmaster: Brother Michael Davidson
Required asap. A teacher experienced in Careers Education. Closing date 16 March.

DESIGN AND TECHNOLOGY

Head of Department

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000, Ext. 310
Roll: 1,450
Headmaster: Michael Marland
Required from September 1984, or earlier if available, Head of Craft, Design and Technology, Scale 4, will also be tutor. To lead large department with eight teachers, three technicians, and eleven workrooms. Technology is a 3- key aspect of whole-school curriculum, and Design is a compulsory fourth and fifth year option. Applications are invited from well motivated and experienced teachers who are active Christians.

Posts of Responsibility

ARCHBISHOP MICHAEL RAMSEY CE (SM)
Turney Road, Camberwell, SE21 8UB
Tel: 01-701 4165
Roll: 1,000
Headmistress: Mrs S Hass
Required from April 1984, Scale 2, Deputy Head of Craft, Design and Technology Department. Ability to lead a team of teachers more important than any other factor. Head of Department has been in post since October 1983. Closing date 21 March.

BUSINESS STUDIES

Head of Department

SACRED HEART RC (SM)
Camberwell Green, SE5 9RP
Tel: 01-274 6696
Roll: 670
Required asap Acting Head of Business Studies. Scale 3. All posts in the school are subject to the Catholic Schools' Recognition Regulations for Division 2, 9, 10. Candidates should have a knowledge and understanding of recent developments in Business Studies Education and commitment to them and a determination to introduce them.

Scale 1 Post

WARWICK PARK (SM)
Peckham Road, SE15 5DZ
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Headmaster: Brother Michael Davidson
Required asap. A teacher experienced in Careers Education. Closing date 16 March.

DESIGN AND TECHNOLOGY

Head of Department

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000, Ext. 310
Roll: 1,450
Headmaster: Michael Marland
Required from September 1984, or earlier if possible, Experienced and well-qualified teacher as Head of History, Scale 3. The post is taught throughout the school to GCE O and A level with the intention at sixth form level with schools of the Elective Home Office Consortium. Preference will be given to practising Christians. Applications should be sent with full cv and names of two referees.

Scale 1 Post

HABERDASHERS' ASKE'S HATCHAM BOYS (SB)
New Cross Road, SE14 5SP
Tel: 01-639 0470
Roll: 565
Headmaster: G. J. Walker
Required from April, 1984 a History teacher, Scale 1, suitable for one term only to teach the whole ability range from year 1 to a level.

Heads of Department

ISLINGTON GREEN (SM)
Upper Holloway Road, Islington, N1 8PQ
Tel: 01-226 8511
Roll: 920
Headmistress: Gwenllian Evans
Required asap Head of House Sciences, Scale 3 or Scale 4, according to qualifications and experience. Open to Chemistry, Physics, Food and Nutrition and Child Development to CSE and O Level. All pupils study Home Economics in years 1 to 3. Candidates may wish to undertake a joint responsibility in one of: Health Education, the Pastoral Curriculum, Community Education.

ST. MICHAEL'S R.C. (SM)
Lordship Lane, East Dulwich, SE22 8LN
Tel: 01-693 2277
Roll: 1,000
Headmistress: Sr. Ann Hutchen
Required asap Head of Home Economics Department, Scale 3, to lead a team of 3 people, including one other Home Economics and one Food Technology teacher. Science and Mathematics are taught to CSE and O level in this department and to A level in Chemistry. Applications are invited from well motivated and experienced teachers who would be capable of taking responsibility for the overall management of the school.

ST. SAVIOUR'S &ST. OLAVE'S CE (SD)
New Kent Road, SE1 4AN.
Tel: 01-407 1845
Roll: 500
Headmistress: Miss A. C. Davies
Required from September 1984, or earlier if possible, Experienced and well-qualified teacher as Head of History, Scale 3. The post is taught throughout the school to GCE O and A level with the intention at sixth form level with schools of the Elective Home Office Consortium. Preference will be given to practising Christians. Applications should be sent with full cv and names of two referees.

Scale 1 Post

HABERDASHERS' ASKE'S HATCHAM BOYS (SB)
New Cross Road, SE14 5SP
Tel: 01-639 0470
Roll: 565
Headmaster: G. J. Walker
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Heads of Department

ISLINGTON GREEN (SM)
Upper Holloway Road, Islington, N1 8PQ
Tel: 01-226 8511
Roll: 920
Headmistress: Gwenllian Evans
Required asap Head of House Sciences, Scale 3 or Scale 4, according to qualifications and experience. Open to Chemistry, Physics, Food and Nutrition and Child Development to CSE and O Level. All pupils study Home Economics in years 1 to 3. Candidates may wish to undertake a joint responsibility in one of: Health Education, the Pastoral Curriculum, Community Education.

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GEOGRAPHY

NOTRE DAME HIGH (LC) (SG)
118 St. Georges Road, SE1
Tel: 01-261 1121
Roll: 700
Headmistress: Sister Myra Poole
Required from April 1984. Geography Teacher Scale 1. Must be committed to a multi-cultural approach and have experience of CYSE, and mixed ability.

HISTORY

Head of Department

ST. SAVIOUR'S &ST. OLAVE'S CE (SD)
New Kent Road, SE1 4AN.
Tel: 01-407 1845
Roll: 500
Headmistress: Miss A. C. Davies
Required from September 1984, or earlier if possible, Experienced and well-qualified teacher as Head of History, Scale 3. The post is taught throughout the school to GCE O and A level with the intention at sixth form level with schools of the Elective Home Office Consortium. Preference will be given to practising Christians. Applications should be sent with full cv and names of two referees.

Posts of Responsibility

HIGHBURY FIELDS (SC)
Highbury Hill, N5 1AR
Tel: 01-226 1593
Roll: 1,000
Headmistress: Mrs. M. Mann
Required from September 1984 or earlier if possible, a teacher of Mathematics to be second in the department, Scale 2, for good organisational ability, energy and enthusiasm. Will mainly be responsible for advancing the work of SMILE in the school.

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000
Roll: 1,450
Headmaster: Michael Marland
Required from September 1984, teacher of Mathematics, Scale 2, will also be tutor. This is a well established multi-campus school, with excellent remodelled facilities. (SPA) Closing date: Wednesday 21 March.

Scale 1 Posts

DICK SHEPPARD (SM)
Tulse Hill, SW2 2QA
Roll: 880
Acting Head: Paul Farmer
Required from April 1984 or asap thereafter, a committed, enthusiastic and creative classwork teacher to work in a large, well-equipped audio studio with adjacent film room. The post covers the whole age range, up to and including a level sculpture.

ISLINGTON GREEN (SM)
Prebend Street, Islington, N1 8PQ
Tel: 01-226 8511
Roll: 920
Headmistress: Gwenllian Evans
Required from April, 1984, for one term, teacher of Art, Scale 1, to teach from Years 1-5.

Part-time Post

ARCHBISHOP TENISON'S (SB)
99 Kennington Oval, SE11 5SR
Tel: 01-735 3771
Roll: 500
Headmaster: D. D. Powell
Required asap Part-time teacher of Art (0.4); with an interest in Ceramics. Courses include CSE, CEE O and A level.

BUSINESS STUDIES

Head of Department

SACRED HEART RC (SM)
Camberwell Green, SE5 9RP
Tel: 01-274 6696
Roll: 670
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Scale 1 Post

WARWICK PARK (SM)
Peckham Road, SE15 5DZ
Tel: 01-703 4417
Roll: 1,900
Headmaster: Mr Prime
Required for the Summer Term 1984 only, a temporary teacher of Business Studies to teach mainly Accounts and Economics to CSE and O level in the 4th and 5th year.

CAREERS

ST. JOSEPH'S ACADEMY RC (SB)
Lee Terrace, Blackheath, SE3 9TY
Tel: 01-852 7453
Roll: 680, rising to 1,098 September 1984.
Headmaster: Brother Michael Davidson
Required asap. A teacher experienced in Careers Education. Closing date 16 March.

DESIGN AND TECHNOLOGY

Head of Department

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000, Ext. 310
Roll: 1,450
Headmaster: Michael Marland
Required from September 1984, or earlier if available, Head of Craft, Design and Technology, Scale 4, will also be tutor. To lead large department with eight teachers, three technicians, and eleven workrooms. Technology is a 3- key aspect of whole-school curriculum, and Design is a compulsory fourth and fifth year option. Applications are invited from well motivated and experienced teachers who are active Christians.

Posts of Responsibility

ARCHBISHOP MICHAEL RAMSEY CE (SM)
Turney Road, Camberwell, SE21 8UB
Tel: 01-701 4165
Roll: 1,000
Headmistress: Mrs S Hass
Required from April 1984, Scale 2, Deputy Head of Craft, Design and Technology Department. Ability to lead a team of teachers more important than any other factor. Head of Department has been in post since October 1983. Closing date 21 March.

BUSINESS STUDIES

Head of Department

SACRED HEART RC (SM)
Camberwell Green, SE5 9RP
Tel: 01-274 6696
Roll: 670
Required asap Acting Head of Business Studies. Scale 3. All posts in the school are subject to the Catholic Schools' Recognition Regulations for Division 2, 9, 10. Candidates should have a knowledge and understanding of recent developments in Business Studies Education and commitment to them and a determination to introduce them.

Scale 1 Post

WARWICK PARK (SM)
Peckham Road, SE15 5DZ
Tel: 01-703 4417
Roll: 1,900
Headmaster: Mr Prime
Required for the Summer Term 1984 only, a temporary teacher of Business Studies to teach mainly Accounts and Economics to CSE and O level in the 4th and 5th year.

CAREERS

ST. JOSEPH'S ACADEMY RC (SB)
Lee Terrace, Blackheath, SE3 9TY
Tel: 01-852 7453
Roll: 680, rising to 1,098 September 1984.
Headmaster: Brother Michael Davidson
Required asap. A teacher experienced in Careers Education. Closing date 16 March.

DESIGN AND TECHNOLOGY

Head of Department

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000, Ext. 310
Roll: 1,450
Headmaster: Michael Marland
Required from September 1984, or earlier if available, Head of Craft, Design and Technology, Scale 4, will also be tutor. To lead large department with eight teachers, three technicians, and eleven workrooms. Technology is a 3- key aspect of whole-school curriculum, and Design is a compulsory fourth and fifth year option. Applications are invited from well motivated and experienced teachers who are active Christians.

Posts of Responsibility

ARCHBISHOP MICHAEL RAMSEY CE (SM)
Turney Road, Camberwell, SE21 8UB
Tel: 01-701 4165
Roll: 1,000
Headmistress: Mrs S Hass
Required from April 1984, Scale 2, Deputy Head of Craft, Design and Technology Department. Ability to lead a team of teachers more important than any other factor. Head of Department has been in post since October 1983. Closing date 21 March.

ilea

Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£987 p.a.) is made in addition to the appropriate Burnham salary scale.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA area are organised along comprehensive lines.
ILEA is an equal opportunities employer.

Head of Faculty of English, Music & Drama, Scale 4. A well experienced and well qualified teacher is sought of proven ability both within the classroom and in administration. The ability to lead others and promote the place of language in all its forms form the basic essentials for this very important post.

Post of Responsibility

CROFTON (SM)
Manwood Road, SE4 1SA
Tel: 01-690 1114
Roll: 1,620
Headmaster: J. J. Alderman
Required from September 1984 an experienced teacher at 2 i/c English (Scale 3) on a three site amalgamated school to work with a large, enthusiastic department.

PARLIAMENT HILL (SG)
Highgate Road, NW5 1RL
Tel: 01-485 7077
Roll: 1,200 with mixed 6th Form of 365
Headmistress: Mrs McKeon
Required from September 1984 a teacher of Home Economics, Scale 2, to work in an enthusiastic department with special responsibilities for (a) the development of the upper school syllabi and (b) resources, within the Home Economics department. An experienced teacher is sought who will also be able to teach Fashion and Textiles and Child Development.

MAYFIELD (SD)
92 West Hill, Putney, SW15
Tel: 01-870 7331
Roll: 1,250
Headmistress: Mrs. P. Molnar
Required asap part-time (0.4.) teacher of Home Economics and Mathematics.

Scale 1 Post

BLACKHEATH BLUECOAT CE (SD)
Old Dover Road, Blackheath, SE3
Tel: 01-858 8221
Roll: 955
Headmistress: S. M. Houlston
Required from September, 1984. Experienced teacher of English (Scale 1) able to take subject through school to A.L. Mixed ability years 1-4. Interest in Drama an advantage. Positive sympathy with Christian Foundation of School essential.

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000
Roll: 1,450
Headmaster: Michael Marland
Required from September 1984, teacher of Home Studies, Scale 1, will also be tutor. This is a well established multi-campus school, with excellent remodelled facilities. (SPA) Closing date: Wednesday 21 March.

Scale 1 Posts

DICK SHEPPARD (SM)
Tulse Hill, SW2 2QA
Roll: 880
Acting Head: Paul Farmer
Required from April 1984 or asap teacher of Mathematics. The post will cover a wide range of topics and is likely to include SMILE junior forms as well as A level work.

FOREST HILL (SB)
Dacres Road, Forest Hill, SE23 2XN
Tel: 01-699 9343
Roll: 1,200
Headmaster: D. Stanbury
Required for Summer Term only (in the first instance) a teacher of Mathematics, possibility of teaching right across the ability range. SMILE forms the basis of its mathematics.

STOCKWELL PARK (SM)
Clarence Road, SW9 0AT
Tel: 01-735 6136
Roll: 1,271
Headmistress: Miss R.A. Knott
Required from September 1984 Head of Upper School, Scale 3, to lead a team of 5 experienced teachers in the upper school. Science and Mathematics are taught to CSE and O level in this department and to A level in Chemistry. Applications are invited from well motivated and experienced teachers who would be capable of taking responsibility for the overall management of the school.

WALWORTH (SM)
Shorncliffe Road, SE1 5UJ
Tel: 01-703 5431
Roll: 1,248
Headmaster: Brinley Morgan
Required asap Teacher of Mathematics, Scale 1. An enthusiastic teacher for this department which is in the process of reorganisation following the appointment of a new head of department.

Part-time Post

WAVERLEY (SD)
Honeratt Road, SE22
Tel: 01-732 2276
Roll: 960
Headmistress: Miss B. P. Wise
Required asap. Part-time (0.5) teacher of Mathematics.

MODERN LANGUAGES

Head of Department

WILLIAM PENN (SD)
Red Post Hill, SE24 9JH
Tel: 01-737 2356
Roll: 765
Acting Headmaster: M. A. Hougham
Required from April or September 1984: Head of Modern Languages, Scale 4. Teacher of French to lead a committed and energetic department. French is taught to all pupils in years 1 to 3, following the 'Exists' course in the first two years. French is offered as an option in the Senior School and may be followed to a variety of examination levels.

Posts of Responsibility

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000
Roll: 1,450
Headmaster: Michael Marland
Required from September 1984, teacher of Home Studies, Scale 1, will also be tutor. This is a well established multi-campus school, with excellent remodelled facilities. (SPA) Closing date: Wednesday 21 March.

Scale 1 Post

SPENCER PARK (SB)
Trinity Road, Wandsworth Common,
SW18
Tel: 01-870 3213
Roll: 1,000
Headmaster: A. R. B. Dix
Required asap, a teacher of French. Temporary vacancy due to maternity leave. To teach French throughout the school to CSE and O level. Applicants should state whether can offer a second language.

MUSIC

WALWORTH (SM)
Shorncliffe Road, SE1 5UJ
Tel: 01-703 5431
Roll: 1,248
Headmaster: Brinley Morgan
Required from September 1984: Head of Music, Scale 3. The school is anxious to develop Music further within the curriculum and is looking for an enthusiastic candidate with vision and ambition. A significant proportion of AUR is devoted to Music Inspectors.

NEEDLEWORK

GEOFFREY CHAUCER (SM)
Harper Road, SE1
Tel: 01-407 6454
Roll: 850
Headmistress: M. F. B. Read
Required for the Summer term a teacher of Pattern and Textiles in a department of Needlework and Textiles. An Active Scale 2 is available for a suitably experienced candidate.

RELIGIOUS EDUCATION

Heads of Department

LADY MARGARET (SC)
Parsons Green, Fulham, SW6 4UN
Tel: 01-736 7136
Roll: 460
Headmistress: Mrs. Rosemary A. Cairns
Required from September 1984, Assistant Head of Religious Education, Scale 2, interest in World Religions and in organising Christian worship within the school. Committed Catholic person preferred. Applications (no forms) by letter to Headmistress.

ST. URSULA'S CONVENT RC (SG)
Crescent Hill, Greenwich, SE10 8HN
Tel: 01-858 4611
Roll: 575
Headmistress: Sr. Elizabeth Crawfield
Required from September 1984, Head of RE, Scale 3, for 1 year only. The challenging opportunity requires a teacher experienced in and committed to the development of wider ability methodology to organise a reading workshop and work with the Learning Resource team in developing a 'whole school' approach to mixed ability teaching.

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000, Ext. 310
Roll: 1,450
Headmaster: Michael Marland
1) Required asap Teacher of Geography, Scale 1, to join a successful Science Department, 1st and 2nd years are following the 'Insight to Science' course and the Nuffield Physics programme is followed to CSE, O and A level.

2) Required from April 1984 or asap, Assistant Director of Curriculum, Scale 4, to share in the problems curriculum development, organisation and administration of this well established multi-campus school, which has excellent remodelled facilities. (SPA) Closing date: Wednesday 21 March.

3) Required from April 1984 or asap, Teacher of Activities Co-ordination, Scale 2; will also be senior, with responsibility for rostering with Tutors, Heads of Houses, Heads of Departments, and the Community Co-ordinator on the needs of the Upper School for a range of accredited activities, and liaison therefore beyond the normal department and pastoral programme. (SPA) Closing date: Wednesday 21 March.

SPENCER PARK (SB)
Trinity Road, Wandsworth, SW18
Tel: 01-870 3213
Roll: 1,000
Headmaster: A. R. B. Dix
Required asap Head of Physics Department, Scale 3. Physics is taught to CSE O and A level. The department contributes to the SMILE programme and to Cycle Courses. Applications are invited from well motivated and experienced teachers who would be capable of taking responsibility for the overall management of the school.

WALWORTH (SM)
Shorncliffe Road, SE1 5UJ
Tel: 01-703 5431
Roll: 1,248
Headmaster: Brinley Morgan
Required from September 1984: Head of Science, Scale 4. Science is a core subject in the school and provides courses up to and including A level in the major science disciplines. The school has well-established science facilities and further upgrading is to take place in the future.

Scale 1 Posts

CROFTON (SM)
Manwood Road, SE4 1SA
Tel: 01-690 1114
Roll: 1,620
Headmaster: J. J. Alderman
Required from April 1984 for the Summer term only a teacher for Biology to cover maternity leave.

ELTHAM HILL (SG)
Eltham Hill, SE9 5EG
Tel: 01-859 2843
Roll: 960
Headmistress: Mrs. B. M. Sullivan
Required from September 1984 or earlier, Teacher of Chemistry, Scale 1. Integrated Science courses to years 1 and 2 and separate sciences to CSE, O and A Level. Ability to assist with CSE Physics and the CSE 'Science at Work' course would be an advantage. Please send large sae.

SALESIAN COLLEGE (SB)
Surrey Lane, Battersea, SW11 3PB
Tel: 01-228 2311
Roll: 710
Headmaster: Rev. M. Blackburn
Required from April 1984, Teacher of Chemistry, Scale 1, to share the teaching of the subject throughout the school including A level. Apply with names and addresses of two referees and cv to the Headmaster.

WOOLWICH POLYTECHNIC (SB)
Shrewd Hill Road, Pimlestead, SE18 7BS
Tel: 01-854 1114
Roll: 1,000
Headmaster: V. Bowen-Wear
Required from September 1984, a Physics teacher, Scale 1, to join a successful Science Department, 1st and 2nd years are following the 'Insight to Science' course and the Nuffield Physics programme is followed to CSE, O and A level.

Scale 1 Post

SPENCER PARK (SB)
Trinity Road, Wandsworth Common,
SW18
Tel: 01-870 3213
Roll: 1,000
Headmaster: A. R. B. Dix
Required asap, a teacher of French. Temporary vacancy due to maternity leave. To teach French throughout the school to CSE and O level. Applicants should state whether can offer a second language.

MUSIC

WALWORTH (SM)
Shorncliffe Road, SE1 5UJ
Tel: 01-703 5431
Roll: 1,248
Headmaster: Brinley Morgan
Required from September 1984: Head of Music, Scale 3. The school is anxious to develop Music further within the curriculum and is looking for an enthusiastic candidate with vision and ambition. A significant proportion of AUR is devoted to Music Inspectors.

NEEDLEWORK

GEOFFREY CHAUCER (SM)
Harper Road, SE1
Tel: 01-407 6454
Roll: 850
Headmistress: M. F. B. Read
Required for the Summer term a teacher of Pattern and Textiles in a department of Needlework and Textiles. An Active Scale 2 is available for a suitably experienced candidate.

RELIGIOUS EDUCATION

Heads of Department

LADY MARGARET (SC)
Parsons Green, Fulham, SW6 4UN
Tel: 01-736 7136
Roll: 460
Headmistress: Mrs. Rosemary A. Cairns
Required from September 1984, Assistant Head of Religious Education, Scale 2, interest in World Religions and in organising Christian worship within the school. Committed Catholic person preferred. Applications (no forms) by letter to Headmistress.

ST. URSULA'S CONVENT RC (SG)
Crescent Hill, Greenwich, SE10 8HN
Tel: 01-858 4611
Roll: 575
Headmistress: Sr. Elizabeth Crawfield
Required from September 1984, Head of RE, Scale 3, for 1 year only. The challenging opportunity requires a teacher experienced in and committed to the development of wider ability methodology to organise a reading workshop and work with the Learning Resource team in developing a 'whole school' approach to mixed ability teaching.

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000, Ext. 310
Roll: 1,450
Headmaster: Michael Marland
1) Required asap Teacher of Geography, Scale 1, to join a successful Science Department, 1st and 2nd years are following the 'Insight to Science' course and the Nuffield Physics programme is followed to CSE, O and A level.

2) Required from April 1984 or asap, Assistant Director of Curriculum, Scale 4, to share in the problems curriculum development, organisation and administration of this well established multi-campus school, which has excellent remodelled facilities. (SPA) Closing date: Wednesday 21 March.

3) Required from April 1984 or asap, Teacher of Activities Co-ordination, Scale 2; will also be senior, with responsibility for rostering with Tutors, Heads of Houses, Heads of Departments, and the Community Co-ordinator on the needs of the Upper School for a range of accredited activities, and liaison therefore beyond the normal department and pastoral programme. (SPA) Closing date: Wednesday 21 March.

Heads of Department

SPENCER PARK (SB)
Trinity Road, Wandsworth, SW18
Tel: 01-870 3213
Roll: 1,000
Headmaster: A. R. B. Dix
Required asap Head of Physics Department, Scale 3. Physics is taught to CSE O and A level. The department contributes to the SMILE programme and to Cycle Courses. Applications are invited from well motivated and experienced teachers who would be capable of taking responsibility for the overall management of the school.

Part-time Posts

CROFTON (SM)
Manwood Road, SE4 1SA
Tel: 01-690 1114
Roll: 1,620
Headmaster: J. J. Alderman
Required asap, Part-time teacher (0.5) for Biology as until July 1984 to cover maternity leave.

GEORGE ORWELL (SM)
Turle Road, N4 3LS
Tel: 01-263 1465
Roll: 1,150
Required asap a part-time teacher of Science. Sessions to be arranged. Candidates are asked to state which subjects they can offer.

SPECIAL NEEDS

Head of Department

ST. PAUL'S WAY (SM)
Shelmerdine Close, Bow E3 4AN
Tel: 01-987 1683
Roll: 800
Headmaster: Mike Bannister
Required from April 1984 or asap, Head of Department, Special Needs, Scale 3. Experienced Teacher to develop our current interest in support for all pupils. Ability to promote further collaboration across the curriculum is essential.

Scale 1 Post

FOREST HILL (SB)
Dacres Road, Forest Hill, SE23 2XN
Tel: 01-699 9343
Roll: 1,200
Headmaster: D. Stanbury
Required for Summer Term only a teacher of Design and Technology to assist with Fashion and Textiles in a department of 3 teachers. Applications should be sent with full cv and names of two referees.

OTHER

LILIAN BAYLIS (SM)
Lollard Street, SE11 6PY
Tel: 01-735 2189
Roll: 975
Headmistress: Mrs H. B. Hardy
Required from September 1984. Mixed Ability Music, Scale 1 for 1 year only. This challenging opportunity requires a teacher experienced in and committed to the development of wider ability methodology to organise a reading workshop and work with the Learning Resource team in developing a 'whole school' approach to mixed ability teaching.

**NORTH WESTMINSTER COMMUNITY

SEC HOME ECONOMICS
continued

Scale 2 Posts and above

HARINGEY
Progress with Humanity

GLADESMORE COMMUNITY SCHOOL
Gladesmore Road, Tottenham, London N15 (1) - 16 years. Co-educational. Comprehensive. Community School. Roll 1,350 with 150 plus in Sixth Form.
Tel: 01-800 0684
Required for Easter 1984, or as soon as possible thereafter, for HOME ECONOMICS TEACHER (Scale 2) to assist a second-in-the Department.
Applications by letter in the first instance to the Headteacher.
Social Priority Allowance £2017/£2276.
London Allowance (£987) payable.
Removal Expenses - 100% allowed in approved cases.
Haringey is an equal opportunity employer. (6011)
133090

HARROW
EDUCATION COMMITTEE
ST. DOMINIC'S SIXTH FORM COLLEGE
SCALE 3
(See under Sixth Form Colleges). (6A715)
133020

Scale 1 Posts

CUMBRIA
COUNTY COUNCIL
QUEEN ELIZABETH GRAMMAR SCHOOL
Penrith CA11 9BB
(Mixed 13 - 18 years 630 on roll 330 in Sixth Form)
Required for September 1984, a teacher of HOME ECONOMICS with responsibility for Health Education to assist in the teaching of Home Economics throughout the school and in the introduction of a Health Education course.
Scale 1.
Application forms and further details available from and returnable to the Head by 19 March 1984 (s.a.e. please). (6021)
133032

ESSEX
TORELLS SCHOOL
Buxton Road, Grays (Roll 960)
Tel: 0375 71351
HOME ECONOMICS, Scale 1 (Temporary)
Temporary appointment for Summer Term with possibility of permanent appointment.
Teacher of Home Economics and Child Care up to Scale 3.
An enthusiastic and preferably graduate teacher.
C.V. to Headteacher (foolscap s.a.e. please). (6667)
133022

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
RIDGE COMPREHENSIVE SCHOOL
Ridge Road, Scunthorpe
Headteacher: C. Ellis
Number on Roll: 810
Required for the beginning of the Summer Term 1984.
A Teacher of HOME ECONOMICS (Scale 1) throughout the school up to 'O' (CSE) level standard.
Application forms, obtainable from the Head Teacher at the school to whom completed forms should be returned not later than 15th March 1984 (s.a.e. please). (6719)
133022

HUMBERSIDE
EDUCATION DEPARTMENT
SCUNTHORPE DIVISION
BARNETBY HIGH SCHOOL
South Ella Way, Barnetby.
(Co-educational)
Comprehensive - 11 years. Roll 1,250 with 300 in Sixth Form
Pleasantly situated.
Required:
Home Economics, Scale 2, April 1984 for one term only to teach the subject across the age and ability range.
Applications by letter in the first instance to the Headteacher.
Application forms may be obtained from the Head of Home Economics.
Closing date 23rd March. (6A715)
133022

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION, LEISURE & SERVICES
NEWSOME HIGH SCHOOL
Castle Avenue, Newsome, Huddersfield HD4 6JN
(Ref: 496)
Required from September 1984 temporary teacher SCALE 1 for NEEDLECRAFT.
The ability to help with teaching of Art will be an advantage. The post is temporary due to present holder being on maternity leave.
Letters of application with curriculum vitae, names and addresses of two referees to the Head Teacher at the school as soon as possible. (6A565)
133092

LONDON
ST. ANGELA'S URSULINE CONVENT
Forest Gate, London E7
£70 on roll
Temporary supply teacher for the summer term for Home Economics.
Please apply in writing giving names and addresses of two referees to Headmistress. (6013I)
133092

LONDON
OUR LADYS CONVENT HIGH SCHOOL
64-76 Amhurst Park, London N16 5AF
Required for/from Summer term 1984, for the time being voluntary aided, R.C. girls school (600 on roll) a part-time teacher of Home Economics to C.S.E., 'O' and 'A' level (O.S.) Possibility of full time post for suitable applicant, qualified to teach R.E. as well.
Applications in writing to the headmistress quoting two referees. (6042B)
133032

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
See display Redbridge Authority block advertisement under Redbridge. Post ref: Scale 1 - (6055).

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
GREY COURT SCHOOL
Ham Street, Ham, Richmond, Surrey TW10 7RN
(11 - 16 mixed comprehensive 1,000 on roll)
REQUIRED FOR 4TH JUNE 1984 A TEACHER OF HOME ECONOMICS TO TEACH CARE.
An enthusiastic and preferably graduate teacher with an interest in the Home Economics Department and to teach with the Social Educational Programme whilst the present Head of Department is on Maternity leave.
Forms and further details (s.a.e.) from the Headmaster of the school, to whom completed forms should be returned as soon as possible.

Humanities

Heads of Department

SUFFOLK
COUNTY COUNCIL
SUNGAY HIGH SCHOOL
Main Road, Sungay NR35 1PW
(11 - 16 mixed comprehensive 946 on roll)
Required for September 1984, a HEAD OF HUMANITIES Scale 4. An enthusiastic and experienced teacher is sought to lead a team offering a wide range of courses. Experience in more than one humanity subject would be an advantage. It is likely that the successful candidate will be appointed Senior Teacher Management Team. Establishment of a Resource Centre in the near future.
Application forms and further details available from the Head of the school to whom completed forms should be returned by 19 March 1984. (6048B)
133092

SUFFOLK
COUNTY COUNCIL
NACTON HEATH HIGH SCHOOL
Nacton Road, Ipswich IP3 9QZ
11 - 16 mixed comprehensive (roll 1030)
HEAD OF HUMANITIES
SCALE 4
Required September 1984 an enthusiastic and energetic teacher to lead a faculty which encompasses Social Studies, Business Studies, Geography, History and Religious Education. The successful applicant will be keen to develop and maintain a range of courses within and across traditional subject boundaries. A new humanities block should be completed by September.
Informal details and application forms are obtainable from the Head Teacher, please enclose s.a.e. Closing date for application 23rd March. (6011B)
133218

SURREY
EDUCATION COMMITTEE
THE HIGHER GRADE C. OF E. (AIDED) SECONDARY SCHOOL
Leyton's Lane, Sunbury-on-Thames, Middlesex TW16 6LP
Required for September 1984 Head of HUMANITIES Department, (Geography 4 form strong, experienced candidate), at this 11-18 mixed 13 form entry co-educational school of 670 on roll, including 155 in the Sixth Form. A lively and enthusiastic teacher of History or Geography is sought to lead this core subject Department to teach to 'A' level and, preferably, a second subject not necessarily within the Humanities group, to C.S.E. and O/Level. He/she will be encouraged to make a major contribution to developments in the Department as part of the school's 21st Century Curriculum Project. He/she will be given opportunities to develop courses, recognise the growing importance of Information Technology, and be committed to the Out-of-Classroom Education and field-work. We expect him/her to be involved in the extra-curricular life of the school and a strong recommendation.
Candidates should be happy to work within a caring community broadly based on Christian values. Full Lon-don Allowance.
Complete job and school description and application forms from the Headmaster, D.G. Morgan, M.A., (Tel: Sunbury-on-Thames 87577).
(6055S)
133218

Scale 2 Posts and above

CAMBRIDGESHIRE
CAMBRIDGE AREA
COMBERTON VILLAGE COLLEGE
Required for September 1984 a HEAD OF GEOGRAPHY (Scale 4) to lead a team of 5 in this comprehensive (11 - 18) school (Roll 920) to be responsible for Geography teaching in Years 7 to 11 and to develop an integrated Humanities Programme in Years 7 to 9.
Application forms and details from Warden, Comberton, Cambridge CB3 7DU. (s.a.e.). (6A741)
133250

CAMBRIDGESHIRE
MILTON KEYNES AREA
HIGH FOX MARKHAM SCHOOL
Newton's Road, Sussex MK15 0BB
(11 - 16 mixed comprehensive 946 on roll)
Required for September 1984, a teacher of Humanities and History. Scale 1. This is a temporary post to cover maternity leave.
This forward-looking school opened in 1979 in new building. It is designed to cater for 1,440 pupils aged 11 to 16 and will have a purpose-built Sixth Form accommodation by early 1985. It has a strong tradition of support for its pupils and development of a resource centre is planned.
Application forms and further details available from the Headteacher, to whom they should be returned. (6058B)
133215

Mathematics

Heads of Department

BIRMINGHAM
HEAD OF MATHEMATICS
EDGBASTON CHURCH OF ENGLAND GIRLS' HIGH SCHOOL
31 Calthorpe Road, Edgbaston, Birmingham 15
Required for September, 1984:
Mathematics is taught to University standard and the successful candidate will have an excellent record of teaching success, and the enthusiasm to encourage girls to read Mathematics to achieve their potential.
Salary: Burnham Scale 3 plus Responsibility Allowance.
Application forms and further details from the Headmistress, Miss E. M. Wilson, to whom completed forms should be returned by 19th March, 1984.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
HUMBERSIDE DIVISION
NEWLAND HIGH SCHOOL
Cottingham Road, Hull
Headteacher: D.M. Nicholson, M.A.
Required from September, 1984, a HEAD OF MATHEMATICS (Scale 4) at this comprehensive 11 - 18 high school for girls of 13 to 18.
The subject is taught to C.S.E., Ordinary, Advanced and University Entrance levels and the department is well-equipped.
Informal visits are welcomed and should be arranged through the Head of Computer Studies.
Full details and application forms are obtainable from the Headteacher and should be returned by 23rd March. (6061B)
133418

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
GREATFIELD HIGH SCHOOL
Greatfield Avenue, Hull
Head: W.J. Hall, B.A.
(Mixed 11 - 18)
Required from September, 1984, a HEAD OF MATHEMATICS (Scale 4) of this mixed comprehensive school for about 980 pupils aged 13 - 18 years.
Further particulars are available from the Head and application forms and details should be returned by 23rd March. (6061B)
133418

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ST EDMUND'S RC SECONDARY SCHOOL
Dover
Required for September, 1984 a teacher of Mathematics to lead a subject throughout the school, with interest in Computer Science and Physics. Pleasant working area with well-established courses leading to CSE, O and A level Maths. Applications are invited from well qualified and experienced teachers. A practising Catholic will be preferred.
Applications to the Head-teacher at the school with full curriculum vitae and names and addresses of two referees. (5705S)
133418

NORTHUMBERLAND
BERWICK COUNTY HIGH
Adams Drive, Berwick upon Tweed TD15 1JT
Group 11, 13 - 18 comprehensive, 860 pupils inc. 130 in 6th form
Required from 30th April 1984, Head of Maths (Scale 4) to teach and lead de-partmental team of 6. Commitment to use of computers across the curriculum. New modern building with mixed ability school. Scale 2 also available.
Full details and application form available from the acting Head Teacher on receipt of s.a.e. stamped addressed envelope.
Closing date 23rd March 1984.

OLDHAM
METROPOLITAN BOROUGH
NORTH CHADDERTON
Chadderton Hall Road, Chadderton, Oldham
HEAD OF MATHEMATICS SCALE 4
This post is available from 1st September 1984 or at this 11 - 16 mixed comprehensive school of about 1350 pupils. An additional teacher is required to lead a large and successful Mathematics team in work to CSE, 'O' and 'A' level standards. Ability to teach to 16 and will have a purpose-built Sixth Form accommodation by early 1985. It has a strong tradition of support for its pupils and development of a resource centre is planned.
Application forms and further details available from the Headteacher, to whom they should be returned. (6058B)
133418

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES AREA
SIR FRANCIS HOLLAND SCHOOL
Woughton Campus, Rainbow Drive, Leadenhall, Milton Keynes MK6 5EA
(1200 on roll)
Required from 30 April 1984, a teacher of Humanities and History. The ability to teach to 'O' level would be an advantage. Scale 1. This is a temporary post to cover maternity leave.
This forward-thinking school opened in 1979 in new building. It is designed to cater for 1,440 pupils aged 11 to 16 and will have a purpose-built Sixth Form accommodation by early 1985. It has a strong tradition of support for its pupils and development of a resource centre is planned.
Application forms and further details available from the Headteacher, to whom they should be returned. (6058B)
133418

BUCKINGHAMSHIRE
MILTON KEYNES AREA
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks. MK16
Required for September 1984, an experienced Graduate Mathematician, who normally will be second in the Mathematics Department and who must be capable of teaching all levels in a comprehensive school including Certificate work. Scale 3 also available.
Assistance removal expenses may be available in approved cases and there is a wide range of housing to buy in MK area.
Previous applicants will be automatically reconsidered.
Informal visits welcome. Further details and application forms available from the Headteacher, Mr. Alistair Wells, B.A., on receipt of s.a.e. Closing date for receipt of completed forms 23rd March 1984.
(6078B)
133440

EAST SUSSEX
WILLIAM PARKER SCHOOL
Hastings Road, Hastings TN35 4NR
Boys' comprehensive (Voluntary controlled), 11 - 18, Roll 1,340 (170 in sixth)
Required from September 1984, Teacher of Mathematics (Scale 2) to be successful candidate will be expected to contribute across the ability range and to contribute strongly to the development of approaches for below average pupils.
Application grants available in approved cases.
Application forms and details (s.a.e. please) returnable to the Head Teacher by 16th March 1984.
(6048S)

WEST SUSSEX
SOUTHERN AREA
KINGSTON HIGH SCHOOL
Kingston Lane, Shoreham-by-Sea
(11 - 18 Mixed Comprehensive, 1600 on roll)
Required for September 1984
MATHEMATICS DEPARTMENT
A successful department offering courses leading to CSE, O and A level. Also Statistics and Computer Studies. Applicants must be able to participate in teaching in all levels. Ability to administer a department would be an advantage.
Application forms and further details from the Headteacher, to whom completed forms should be returned by 19th March 1984.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHALLENER HIGH SCHOOL
Stonegrave Road, Luton, Kent
Headmaster: S.H. Hamilton-Fox, M.A.
Required for September 1984, a qualified teacher of Mathematics with experience of teaching the subject to GCE 'O' level and CSE, for the post of second in the department. Experience of teaching 'A' level would be an added advantage.
Applications are obtainable from and returnable to the Headmaster at the school, see please. (6048B)
133430

BEXLEY
HURSTMERE SCHOOL
Hurst Road, Sidcup, Kent DA15 7ST
Tel: 01-300 5665
MATHEMATICS SPECIALIST required for September 1984. This subject is taken up to 'A' level in this all 11 - 18 mixed 8 form entry school. An interest in use of computers for teaching Computer Science and Mathematics is desirable. Scale 2 available for suitably experienced candidates.
Application forms from the Headmaster.
L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance may be considered.
(5707B)
133440

BEXLEY
CRAYFORD SCHOOL
Iron Latch Lane, Crayford, Kent DA1 4RE
Tel: Dartford 529191
Required as soon as possible a teacher of Mathematics across the ability, and age ranges at this 11 - 18 mixed all ability school. Scale 2 available.
Full details and application form available from the acting Head Teacher on receipt of s.a.e. stamped addressed envelope.
Closing date 23rd March 1984.

BUCKINGHAMSHIRE
MILTON KEYNES AREA
THE GROVE SCHOOL
The Grove, Newport Pagnell, Bucks. MK16
Required for September 1984, an experienced Graduate Mathematician, who normally will be second in the Mathematics Department and who must be capable of teaching all levels in a comprehensive school including Certificate work.
Assistance removal expenses may be available in approved cases and there is a wide range of housing to buy in MK area.
Previous applicants will be automatically reconsidered.
Informal visits welcome. Further details and application forms available from the Headteacher by 21st March 1984, giving full details of qualifications, experience and closing date.
We are an equal opportunities employer. (6066G)
133490

BEDFORDSHIRE
SOUTHERN AREA
CHALLENGER HIGH SCHOOL
Stonegrave Road, Luton, Beds.
Headmaster: S.H. Hamilton-Fox, M.A.
Required for September 1984, a qualified teacher of Mathematics with experience of teaching the subject to GCE 'O' level and CSE, for the post of second in the department. Experience of teaching 'A' level would be an added advantage.
Applications are obtainable from and returnable to the Headmaster at the school, see please. (6048B)
133430

BEXLEY
HURSTMERE SCHOOL
Hurst Road, Sidcup, Kent DA15 7ST
Tel: 01-300 5665
MATHEMATICS SPECIALIST required for September 1984. This subject is taken up to 'A' level in this all 11 - 18 mixed 8 form entry school. An interest in use of computers for teaching Computer Science and Mathematics is desirable. Scale 2 available for suitably experienced candidates.
Application forms from the Headmaster.
L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance may be considered.
(5707B)
133440

ISLE OF WIGHT
COUNTY COUNCIL
RYDE HIGH SCHOOL
Queens Road, Isle of Wight
Age range 11 - 18, 1,170 on roll, 6th form, Group 12.
Applications are invited for the post of Head of Mathematics Department.
The successful candidate will be required to teach mathematics across the ability range and to contribute to the development of Computer Studies across the age range.
Applications are also invited for a Mathematics teacher to assist in the development of Computer Studies across the curriculum. This post is also suitable for a graduate.
Application forms and further particulars can be obtained from the Headteacher at the school.
Closing date for completed forms should be returned by 23rd March 1984 (s.a.e. please). (6090T)
133440

OXFORDSHIRE
COUNTY COUNCIL
CHENEY SCHOOL
Headington, Oxford, Oxford OX3 7QR
(13 - 18 comprehensive, 850 boys and girls, 130 in the Sixth Form)
Required for September 1984, well qualified and experienced graduate mathematician (scale 2) to join a strong department.
Apply immediately in writing to the Headteacher giving C.V. and two references.
Tel: Oxford 65855 or 67795 for further details. (6011B)
133490

WAKEFIELD
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
CASTLEFORD HIGH (13 - 18) SCHOOL
CASTLEFORD COMPREHENSIVE (1364 on roll)
Required September, 1984, a HEAD OF MATHEMATICS (Scale 4) to set as a second in a department. A commitment to teach across the ability range of the school and experience of teaching to G.C.S.E. and 'A' level standard are essential. An interest in and ability to take field of computer studies will be welcome.
Application forms and further details available (9in. s.a.e.) from Chief Education Officer, Education Office, 3 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement. (6068T)
133490

Scale 1 Posts

AVON COUNTY
BRISLINGTON SCHOOL
Bridgeyard Road, Bristol BS4 7PE
Required from 30th April 1984, Mathematics teacher (scale 1) on fixed term contract.
Mathematics is taught to CSE, O and A level in a friendly and successful department. An individualised learning scheme is used in the first two years. Computer assisted learning is in the development stage.
Limited accommodation for 20 pupils. Computer studies an advantage.
Further details from and letters of application to the Headteacher by 23rd March giving full details of qualifications and teaching experience and addresses of two referees, enclosing s.a.e.
A visit by prospective candidates will be welcomed.

BUCKINGHAMSHIRE
MILTON KEYNES AREA
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks. MK16
Required for September 1984, an experienced Graduate Mathematician, who normally will be second in the Mathematics Department and who must be capable of teaching all levels in a comprehensive school including Certificate work. Scale 3 also available.
Assistance removal expenses may be available in approved cases and there is a wide range of housing to buy in MK area.
Previous applicants will be automatically reconsidered.
Informal visits welcome. Further details and application forms available from the Headteacher by 21st March 1984, giving full details of qualifications, experience and closing date.
We are an equal opportunities employer. (6066G)
133490

EAST SUSSEX
ST RICHARD'S RC SCHOOL
Eastern Road, Bexhill-on-Sea
(Comprehensive mixed, 11 - 18, 1,000 on roll)
Required from September 1st 1984 Maths and Art to teach all abilities to 'O' level and CSE standard. Scale 2 grants available.
Letter to the Headteacher giving full details of qualifications and experience and addresses of two referees.

SECONDARY
MATHEMATICS
continued

BARNET
LONDON BOROUGH
EAST BARNET SCHOOL
Cat Hill, Grove, Cat Hill, East Barnet, Herts EN4 8PU
(Formerly Girls' Grammar School)
(Co-educational)
(11 - 18 years. 6 F.E. Roll 1,000 Sixth Form 200)
Required for September 1984, Teacher of MATHEMATICS to Scale 2 and New Barnet Allowance.
Required SEPTEMBER, 1984, qualified teacher of MATHEMATICS to Scale 2 and New Barnet Allowance.
Household Science and Upper School Mathematics at present. Interest in computing would be an advantage. Scale 2/3.
LAVENGROFT SCHOOL
Lavengroft Lane, London N20 8AP
(Mixed 11 - 18 years)
(1,250 pupils inc. 250 in Sixth Form)
Required for September, 1984, a teacher of MATHEMATICS (Scale 2) to teach to 'O' level and CSE standard. Ability to help within the wider curriculum and extra-curricular activities will be advantageous.
Further information may be obtained from the Headteacher (on receipt of a s.a.e.) to whom completed forms should be returned. Particulars of the curriculum, vitae and names of referees should be addressed. (5017G)
133490

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH
Ombersley Road, Droitwich, Worcestershire WR9 8AA
Required for September, 1984, a well qualified Mathematics graduate to teach up to Advanced level in this mixed comprehensive High School for 1,068 pupils in the 11 - 18 age range with a Sixth Form of 230. Mathematics has been successfully taught to Scholarship, Advanced, Ordinary and C.S.E. levels for a number of years and Computer Studies Courses are available to C.S.E. and Ordinary Levels.
While a Scale 3 is available for a suitable candidate, this should not preclude applications from probationary teachers from applying as the opportunity to teach to Advanced level may be made available for such a candidate.
Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (6017J)
133480

Scale 1 Posts

AVON COUNTY
BRISLINGTON SCHOOL
Bridgeyard Road, Bristol BS4 7PE
Required from 30th April 1984, Mathematics teacher (scale 1) on fixed term contract.
Mathematics is taught to CSE, O and A level in a friendly and successful department. An individualised learning scheme is used in the first two years. Computer assisted learning is in the development stage.
Limited accommodation for 20 pupils. Computer studies an advantage.
Further details from and letters of application to the Headteacher by 23rd March giving full details of qualifications and teaching experience and addresses of two referees, enclosing s.a.e.
A visit by prospective candidates will be welcomed.

OXFORDSHIRE
COUNTY COUNCIL
CHENEY SCHOOL
Headington, Oxford, Oxford OX3 7QR
(13 - 18 comprehensive, 850 boys and girls, 130 in the Sixth Form)
Required for September 1984, well qualified and experienced graduate mathematician (scale 2) to join a strong department.
Apply immediately in writing to the Headteacher giving C.V. and two references.
Tel: Oxford 65855 or 67795 for further details. (6011B)
133490

BUCKINGHAMSHIRE
MILTON KEYNES AREA
FRANK MARKHAM SCHOOL
Bletchley
Special teacher in the additional studies Faculty - eg Remedial skills.
(Mixed)
(Roll 1,000)
133488

CAMBRIDGESHIRE
QUEEN'S GIRLS'
Lynn's Road, Wisbech PE13
(Mixed)
Tel: Wisbech 582691
(Queen Elizabeth's Grammar School for Girls)
Required for EASTER OR SEPTEMBER, 1984, a teacher of MATHEMATICS to join a forward-looking team of teachers. Applicants must be graduates with a good honours degree in Mathematics and preferably with experience of teaching to C.S.E. and 'O' level.
Further details and an application form available from the Headmaster at the above address (s.a.e. please). Closing date 23rd March, 1984.
(5A585)
133488

CUMBRIA
COUNTY COUNCIL
QUEEN ELIZABETH GRAMMAR SCHOOL
Penrith CA11 9BB
(Mixed 13 - 18 years 630 on roll 330 in 6th Form)
Required for September 1984, candidates to apply with specialism in MATHEMATICS and to contribute to the teaching of Mathematics throughout the ability level. Scale 1 - 3 according to qualifications and experience.
Application forms available from the Head by 19th March 1984. (6048G)
133488

DEVON
Vacancy has displayed advertising, see Employers' Vacancy Page. (6077T)
133488

EAST SUSSEX
ST RICHARD'S RC SCHOOL
Eastern Road, Bexhill-on-Sea
(Comprehensive mixed, 11 - 18, 1,000 on roll)
Required from September 1st 1984 Maths and Art to teach all abilities to 'O' level and CSE standard. Scale 2 grants available.
Letter to the Headteacher giving full details of qualifications and experience and addresses of two referees, enclosing s.a.e.
A visit by prospective candidates will be welcomed.

HAVERING
LONDON BOROUGH OF HAVERING
EDWARDS SCHOOL
Lodge Avenue, Romford RM7 0JU
(Roll 1020 Mixed: Sixth Form 180)
Aided Church of England Comprehensive
Required for 1985
Headteacher: J.B. Gwinnell, M.A.
Required for September 1984 Deputy Head of Mathematics Scale 4 post to lead Mathematics Department which is expanding and is currently housed in 4 separate buildings. Applicants sought for vacancy which will be subject to confirmation of the present appointment. Experienced and qualified teacher of MATHEMATICS with flourishing department. Ability to teach to 'A' level and results of GCE 'O' and 'A' level Mathematics at a level in popular schools and 14 plus pupils across the ability range. Opportunity to teach advanced work. Candidate will be expected to play full part in the life of the Mathematics Department. Amongst responsibilities will be co-ordination of the Mathematics Department. Ability to help within the wider curriculum and extra-curricular activities will be advantageous.
Further information may be obtained from the Headteacher (on receipt of a s.a.e.) to whom completed forms should be returned with curriculum vitae and names of referees should be addressed. (5017G)
133488

HAVERING
LONDON BOROUGH OF HAVERING
MARSHALLS PARK SCHOOL
Havering Drive, Romford RM1 4BD
(Roll 1,163 Mixed)
Tel: Romford 24154
Headteacher: Miss K.M. Phillips, B.A., M.A.
Required September 1984, Mathematics Post available for September 1984 to join young enthusiastic team in the development and developing liaison with Primary Schools. Opportunities for 'O' and 'A' level work following 'O' level. Scale 2 also available.
Letters of application including curriculum vitae and names of two referees should be sent to the Headteacher. (5076G)
133492

HAVERING
LONDON BOROUGH OF HAVERING
MARSHALLS PARK SCHOOL
Havering Drive, Romford RM1 4BD
(Roll 1,163 Mixed)
Tel: Romford 24154
Headteacher: Miss K.M. Phillips, B.A., M.A.
Required September 1984, Mathematics Post available for September 1984 to join young enthusiastic team in the development and developing liaison with Primary Schools. Opportunities for 'O' and 'A' level work following 'O' level. Scale 2 also available.
Letters of application including curriculum vitae and names of two referees should be sent to the Headteacher. (5076G)
133492

HERTFORDSHIRE
BISHOP'S STORTFORD HIGH
London Road, Bishop's Stortford CM23 3DU
Tel: 0279 52064/54827
Required for 1st Form MATHS GRADUATE
Required from September 1984, to teach to Scholarship standard. One school is seeking a graduate strongly motivated with high academic standards and commitment to develop the whole ability range and a willingness to participate in the whole life of the School. Contributions to Sport, Music and Drama and so on would be expected.
A sports hall is being constructed and candidates are encouraged to acquire full details (telephone or see please) before making applications to the Headmaster by letter including curriculum vitae and the names of two referees within 7 days of the appearance of this advertisement.
(6048G)
133488

HOUNSLOW
THE HEATHLAND SCHOOL
Wellington Road South, Hounslow, Middx.
Tel: 01-570 4411
Headteacher: J. Samuel (J.P., M.A.)
(Mixed 11 - 18 years including 200 Sixth Form)
Required for May 1984, for one term only (in the first instance), in this mixed comprehensive school which opened in 1978 and which is located on the edge of Hounslow Heath.
Teacher of Mathematics (Scale 3).
A well qualified and enthusiastic teacher to join a large and successful team of the department. The Mathematics suite of rooms is modern and well equipped laboratory and computer facilities available. The syllabus is modern in its approach to the subject with emphasis on basic skills and techniques. Teaching both pupils and adults of all ages and abilities. Courses of all levels established from 'O' level and CSE examinations to 'A' level and Statistics and Computer Studies. Mathematics is popular in a strong Sixth Form with a group of Advanced and Further Mathematics.
Letters of application (no forms) within seven days to the Headmaster giving details of qualifications and the names of two referees.
LONDON ALLOWANCE: £645 p.a.
SOCIAL PRIORITY EMPLOYMENT ORDER (1977).
(5758T)
133488

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS GIRLS' GRAMMAR SCHOOL FOR GIRLS
Southfield Road, Tunbridge Wells
(810 girls, 200 in Sixth Form)
Required for September a MATHEMATICS graduate to teach mainly specialists. Girls take either SMP or London 'O' level in the 5th year. In the Sixth form AO Pure Mathematics, AO Applied Statistics, AL Mathematics, AS Pure Mathematics and Further Mathematics are taught. There are five courses. An enthusiastic teacher, either a beginner or experienced, is needed for who can encourage the different and stretch the high flyer.
Apply by letter, including full curriculum vitae and names and addresses of 3 referees to the Headmistress at the School.

RAINHAM SCHOOL FOR GIRLS
Roll 1400
Required for September, an experienced qualified teacher of Mathematics to teach to 'O' and 'A' level throughout the school.
Application form and further details available from Mrs. M. Snape, Headmistress, Rainham School for Girls, Berwick Avenue, Rainham, Kent. (6.s.a.e. please)

ROBERT NAPIER SCHOOL
Roll 600
Required for September, a teacher of Mathematics up to C.S.E. and 'O' level.
Application forms available from Mr. M. J. Cannon, School, Robert Napier School, Ellingham Avenue, Ellingham, Kent (s.a.e. please).

THANET DIVISION
MARGATE GIRLS' GRAMMAR SCHOOL
Dane Park Avenue, Margate, Kent CT9 2AY
Required in September 1984, a teacher of Mathematics to teach to C.S.E. and 'O' level.
Further details and application form available from Headteacher (s.a.e. please).
(6066T)
133488

NORFOLK
EATON (CITY OF NORWICH) SCHOOL
Eaton Road, Norwich

Scale	Teacher
1	required

September 1984. A Scale 2 post may be available for a suitably qualified and experienced candidate.
Application forms and further details from the Head returned to the Headteacher at the school.
The appointment offers an opportunity to teach a wide range of mathematics from more practical based courses for low achievers to 'O' and 'A' level.
Application forms and further details are available from the Head of the School (S.A.E. please) to whom completed forms should be returned by 19th March, 1984.
133492

KENT
MATHEMATICIAN
BENENDEN SCHOOL
See Independent Schools Focus 76. (6025T)
133428

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY
PAGE MOSS COMPREHENSIVE SCHOOL
Western Avenue, Huyton, Liverpool L36 4PR
(912 boys and Girls - 11 - 16 years)
Headvertisement previous applicants need not reapply
Required as soon as possible: MATHEMATICS, Scale 1 Teacher.
For application form and further details send s.a.e. to the Headteacher at the above address. Closing date for completed application forms should be returned by next Tuesday 20th March, 1984.
(6052G)
133492

NORTH YORKSHIRE
COUNTY COUNCIL
RICHMOND SCHOOL
Darlington Road, Richmond, North Yorkshire DL10 7BG
(Co-educational
Comprehensive, 1500 pupils, 11 - 16 & Sixth Form 300)
Required as from September 1984 a well qualified MATHEMATICS Teacher (Scale 1) to join a large and active department. The courses are SMP orientated. Applicants should also know what might be offered outside the classroom, including School Games.
Applications by letter (s.a.e. if acknowledgement required) together with Curriculum Vitae and the names of two referees, should be sent to the Headmaster/mistress, School. (5744A)
133492

NORTHAMPTONSHIRE
CHENDERIT SCHOOL
(Archery Road, Middleton Cheney, Banbury, Oxon OX17 2QR)
Required for September 1984: An well-qualified TEACHER OF MATHEMATICS (Scale 1) to join an enthusiastic application of new technology. The post, created in response to the continued growth of the department and expansion of the full range of teaching across the whole ability range and interests in a large, progressive 11 - 18 comprehensive 8 form entry co-educational school, is a challenging one for the teacher of Mathematics

SECONDARY MATHS
continued

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAM'S SCHOOL
Oxford Road, Thame OX9 3AQ
(11 - 18 mixed comprehensive) to 1,850 in three forms of entry; 300 in Sixth Form)
Required for the Summer Term only, temporary teacher of MATHEMATICS (largely within the age range 11 - 14).
Further details available.
Apply immediately by letter or telephone to the Principal (Thame 3068): SAE please. (057068) 133492

SURREY
EDUCATION COMMITTEE
THE RYDENS SCHOOL
Hinchley Wood
(11 - 18 mixed comp. NOR. 1,120)
TEMPORARY MATHEMATICS Scale 1 teacher required April 1984 - December 1984.
Contact Head by tel: 01-398 7181. (04713) 133422

Modern Languages

Heads of Department

AVON COUNTY
WELLSWAY SCHOOL
Charlton Road, Keynsham, Bristol BS18 1PD
(11 - 18 mixed comprehensive school of 1152 pupils including 190 in the Sixth Form)
The school lies in a pleasant area midway between Bristol and Bath and is near the edge of the green belt close to public transport.
Required for September 1984, (Scale 4) to offer Modern Languages (particularly French and German for the Sixth Form), the school possesses a language laboratory and has its own school in France and links with Germany.
The post should appeal to an experienced teacher who is prepared to work hard and enthusiastically to promote an interest in both linguistic and cultural aspects and levels of abilities. The ability to teach both languages will be an advantage.
Application forms and further details available by giving the full details of qualifications, experience and names of two referees, and a telephone number.
Avon is an equal opportunities employer. (077366) 135618

CAMBRIDGESHIRE
IMPINGTON VILLAGE COLLEGE
Required for September Head of Modern Languages Scale 4. To teach French and German to CSE and O level and to contribute to A level work.
The College has a roll of 1050 pupils, with a substantial Sixth Form. Languages to 'O' level with French and German offered at 'A' level.
Application forms and further details from the Head, Dan New, Impington, Cambridge CB4 4NY, available by 19th March. (047247) 132618

SURREY
EDUCATION COMMITTEE
THE BISHOP WANDO C. OF E. (AIDED) SECONDARY SCHOOL
Clayton's Lane, Sunbury-on-Thames, Middlesex TW16 6LF
Required for September, 1984, a teacher of MATHEMATICS (preferably to 'O' level) with the ability to teach computer studies is desirable but not essential.
Application forms are available from the Head Teacher to whom they should be returned as soon as possible.
An Equal Opportunity Employer. (573577 133428

ESSEX
ST. THOMAS MORE HIGH SCHOOL FOR BOYS
Wakering Road, Gardens, Westcliff-on-Sea SS0 9AA
Tel: Southend 44833
HEAD OF LANGUAGES Scale 3
From September 1984, teacher of French and German with an interest in boys' education, preferably Catholic.
Curriculum vitae and names of two referees from Headteacher by 23rd March. (Closing date).
1984 Ref. FSO/584. (60478) 133618

Teach on exchange or go on a course abroad.
See overseas and education courses columns. (573585)

Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
LEON SCHOOL
Grafton Gate, Bletchley, Milton Keynes MK3 6BZ
Required for September 1984, a teacher of Modern Languages to be responsible for the teaching of German throughout the school.
Application forms and further details available from the Headship in the school.
An experienced teacher is sought with the ability to lead a team used to high standards at all levels.
Further details and application forms from the Headmaster (SAE). (060573) 135620

SUTTON
LONDON BOROUGH OF SUTTON
Education Department
THE SPENCER WAGON HIGH SCHOOL FOR GIRLS
Spencer Lane, Sutton, Surrey SM1 4AZ
Tel: 01-644 3821
Required September 1984, a graduate to become HEAD OF THE MODERN LANGUAGES DEPARTMENT. The department is active and successful, has graduates in French and German. This is a 5 form entry selective school with approximately 600 pupils on roll, 120 in 6th form. Salary scale 4 plus London Weighting £643.
Further details of the post and application may be obtained by sending a stamped addressed envelope to the Headteacher.
Apply by letter to the Headteacher at the school including curriculum vitae and names and addresses of 2 referees. (064717) 133618

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
REQUIRED FOR SEPTEMBER, 1984 FOR LEA'S SENIOR HIGH SCHOOL
Sandringham Avenue, London E17
Head: Mr F. Maynard
HEAD OF MODERN LANGUAGES SCALE 3 (plus London Allowance)
Required for September 1984, a two professional references. Further information and job description can be obtained from the Headmaster at the school (s.a.e. please). (04575) 133618

NORTHAMPTONSHIRE
PRINCE WILLIAM UPPER SCHOOL
Herne Road, Oundle, Peterborough PE8 4BS
Required in September 1984, a graduate to teach French (Scale 4) in this 13 - 18 coeducational Upper School (800 on roll), set in pleasant rural surroundings.
The Department teaches mainly French, plus German, Spanish, Italian, Classical Civilisation and European Studies. It has its own base in a Language suite with language laboratory. Courses are offered at CSE, O and A level.
The Department is a thriving one with excellent results at all levels. The post is vacant on the promotion of the present holder to the Deputy Headship in the school. A successful experienced successor is sought with the ability to lead a team used to high standards at all levels.
Further details and application forms from the Headmaster (SAE). (060576) 135620

SUFFOLK
COUNTY COUNCIL
GEORGE ACRE SCHOOL
Garrison Lane, Felixstowe (011 - 18 mixed comprehensive, roll 1,200)
TEACHER OF GERMAN (with French or Religious Education) required in September 1984 to join a large department (with eight posts) as Scale 3 post with responsibility for German. Scale 2 post available for a suitable candidate.
Further details and application forms from the Head, B.A.E. please, enclosing 14 days from appearance of advertisement. (60616) 135620

WIGAN
METROPOLITAN BOROUGH OF WIGAN
LEIGH BEDFORD HIGH SCHOOL
Department
Head: Miss Rosalind Read, Leigh WN7 2LY
Tel: Leigh 671706
11 - 16 Mixed Comprehensive
TEACHER OF MODERN LANGUAGES
Required for Autumn, 1984.
Scale 3 (plus £643 London Weighting).
Graduate to become HEAD OF THE MODERN LANGUAGES DEPARTMENT. The department is active and successful, has graduates in French and German. This is a 5 form entry selective school with approximately 600 pupils on roll, 120 in 6th form. Salary scale 4 plus London Weighting £643.
Further details of the post and application may be obtained by sending a stamped addressed envelope to the Headteacher.
Apply by letter to the Headteacher at the school including curriculum vitae and names and addresses of 2 referees. (064717) 133618

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
REQUIRED FOR SEPTEMBER, 1984 FOR LEA'S SENIOR HIGH SCHOOL
Sandringham Avenue, London E17
Head: Mr F. Maynard
HEAD OF MODERN LANGUAGES SCALE 3 (plus London Weighting £643)
Required for September 1984, teacher of French and German with an interest in boys' education, preferably Catholic.
Curriculum vitae and names of two referees from Headteacher by 23rd March. (Closing date).
1984 Ref. FSO/584. (60478) 133618

Teach on exchange or go on a course abroad.
See overseas and education courses columns. (573585)

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
BALYARD HIGH SCHOOL
High Street, Leighton Buzzard, Beds.
Headmaster: B. Round, B.A.
Required for September 1984, teacher of French and Spanish. Scale 1 post to teach French to CSE and 'O' level and the successful applicant will have a whole age and ability range.
Applications are obtainable from the Headmaster at the school. (60487) 133622

BEDFORDSHIRE
EASTERN AREA
KEMPSTON MANOR SCHOOL
Wardhedges Hill Road, Luton, Beds.
Headmaster: W. Davies, M.Ed.
Required for April 1984, temporary teacher of MODERN LANGUAGES Scale 1 (maternity leave vacancy).
(Up to 11 - 16) mixed comprehensive for Kempston and new buildings in September 1984. It has a 6th form and is covering the whole ability range.
Applications to be sent as soon as possible to clerk to the Governors, accompanied by two testimonials and marked 'Application'. (57056) 133622

BERKSHIRE
OAKS HILL SCHOOL
Maidenhead Road, Bracknell, Berks RG12 2BW
(11 - 16 (12 6th Form) Mixed Comprehensive)
Required September 1984, TEACHER OF MODERN LANGUAGES (French) to offer French and German at 'O' level and CSE and to contribute to the work of the sixth form.
Applications to offer additionally A Level teaching is one of two linguists.
Further details and application forms from the Headteacher (SAE) or from the Headteacher's Secretary (0344) 421166 (24 hours).
Closing date: March 23rd, 1984.
Berkshire County Council is an equal opportunity employer. (605/1) 133622

BUCKINGHAMSHIRE
MILTON KEYNES AREA
WALNUT SCHOOL
The Green, Newport Pagnell, Bucks MK16 8AA
Required for April 1984, for one term only, a teacher of Modern Languages. Scale 1.
The post is to accommodate a leaving member of staff. Please apply by letter to the Headteacher, stating qualifications, experience and when free to start work in other schools.
Application forms and further details available from the Headteacher at the school. (60481) 133618

BUCKINGHAMSHIRE
MILTON KEYNES AREA
LORD GREY SCHOOL
Rickley Lane, Bletchley, Milton Keynes, MK3 6EW
(Mixed comprehensive - approximately 950 on roll)
Required for September 1984 to be Second i/c Modern Languages. Experience in teaching French and German to all abilities and to all level up to 'A' level (French or German is, at present, also offered as a language, along with French, to CSE level). Scale 3 for all abilities up to age 16, after which Scale 4 is optional.
Sympathy with a communicative approach to language teaching, knowledge of graded testing and/or linguistic profiling an advantage. A second foreign language will be qualified considered favourably. Scale 2.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, Mr. A. Hughes, B.Sc. giving full curriculum vitae and the names and addresses of two referees. For further details please enclose a stamped addressed envelope. (647571) 133620

SUFFOLK
COUNTY COUNCIL
GEORGE ACRE SCHOOL
Garrison Lane, Felixstowe (011 - 18 mixed comprehensive, roll 1,200)
TEACHER OF GERMAN (with French or Religious Education) required in September 1984 to join a large department (with eight posts) as Scale 3 post with responsibility for German. Scale 2 post available for a suitable candidate.
Further details and application forms from the Head, B.A.E. please, enclosing 14 days from appearance of advertisement. (60616) 135620

WIGAN
METROPOLITAN BOROUGH OF WIGAN
LEIGH BEDFORD HIGH SCHOOL
Department
Head: Miss Rosalind Read, Leigh WN7 2LY
Tel: Leigh 671706
11 - 16 Mixed Comprehensive
TEACHER OF MODERN LANGUAGES
Required for Autumn, 1984.
Scale 1 (plus £643 London Weighting).
To be second in the Languages Department and responsible for French.
Applications forms and further particulars available from and returnable to the Head at the above address (s.a.e. please). Closing date: 23rd March, 1984. Ref. A 19. (54599) 133620

Teach on exchange or go on a course abroad.
See overseas and education courses columns. (573585)

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
BALYARD HIGH SCHOOL
High Street, Leighton Buzzard, Beds.
Headmaster: B. Round, B.A.
Required for September 1984, teacher of French and Spanish. Scale 1 post to CSE and 'O' level and the successful applicant will have a whole age and ability range.
Applications are obtainable from the Headmaster at the school. (60487) 133622

BEDFORDSHIRE
EASTERN AREA
KEMPSTON MANOR SCHOOL
Wardhedges Hill Road, Luton, Beds.
Headmaster: W. Davies, M.Ed.
Required for April 1984, temporary teacher of MODERN LANGUAGES Scale 1 (maternity leave vacancy).
(Up to 11 - 16) mixed comprehensive for Kempston and new buildings in September 1984. It has a 6th form and is covering the whole ability range.
Applications to be sent as soon as possible to clerk to the Governors, accompanied by two testimonials and marked 'Application'. (57056) 133622

BERKSHIRE
OAKS HILL SCHOOL
Maidenhead Road, Bracknell, Berks RG12 2BW
(11 - 16 (12 6th Form) Mixed Comprehensive)
Required September 1984, TEACHER OF MODERN LANGUAGES (French) to offer French and German at 'O' level and CSE and to contribute to the work of the sixth form.
Applications to offer additionally A Level teaching is one of two linguists.
Further details and application forms from the Headteacher (SAE) or from the Headteacher's Secretary (0344) 421166 (24 hours).
Closing date: March 23rd, 1984.
Berkshire County Council is an equal opportunity employer. (605/1) 133622

BUCKINGHAMSHIRE
MILTON KEYNES AREA
WALNUT SCHOOL
The Green, Newport Pagnell, Bucks MK16 8AA
Required for April 1984, for one term only, a teacher of Modern Languages. Scale 1.
The post is to accommodate a leaving member of staff. Please apply by letter to the Headteacher, stating qualifications, experience and when free to start work in other schools.
Application forms and further details available from the Headteacher at the school. (60481) 133618

BUCKINGHAMSHIRE
MILTON KEYNES AREA
LORD GREY SCHOOL
Rickley Lane, Bletchley, Milton Keynes, MK3 6EW
(Mixed comprehensive - approximately 950 on roll)
Required for September 1984 to be Second i/c Modern Languages to organise and lead the team teaching of German to all abilities and to all level up to 'A' level. German is, at present, also offered as a language, along with French, to CSE level). German is, at present, also offered as a language, along with French, to CSE level).
Application for this post, which is open to all abilities up to age 16, after which Scale 4 is optional.
Sympathy with a communicative approach to language teaching, knowledge of graded testing and/or linguistic profiling an advantage. A second foreign language will be qualified considered favourably. Scale 2.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, Mr. A. Hughes, B.Sc. giving full curriculum vitae and the names and addresses of two referees. For further details please enclose a stamped addressed envelope. (647571) 133620

BUCKINGHAMSHIRE
MILTON KEYNES AREA
CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
HOLY TRINITY SCHOOL
Holmfield, Halifax HX2 9TD
Required from August 1984, temporary teacher of FRENCH (scale 1 for 1 year) across the ability range including some 'A' level work.
Application forms and further particulars and facilities for visits to the school may be obtained by telephoning the Headteacher, to whom completed forms should be returned by 23rd March, 1984. (60685) 133622

CUMBRIA
COUNTY COUNCIL
CASTLE VIEW SCHOOL
Dalston, Carlisle
Mixed, comprehensive, 11 - 18 years, 1,200 on roll
Required for September 1984, a teacher of MODERN LANGUAGES to be responsible for the subject throughout the school, including in-service training in the sixth form. Initiative, drive and commitment would be advantageous, as would a foreign language.
Scale 3.
Application forms and further particulars available from and returnable to the Headteacher, to whom completed forms should be returned by 23rd March 1984. (s.a.e. please). (573624) 133622

ESSEX
GRAYS SCHOOL
Mathaway Road, Grays RM17 5XL
(11 - 16 Comprehensive - Roll 814)
Tel: Grays Thurrock 71361
TEACHER OF GERMAN
Scale 1 (plus London Fringe Allowance payable)
Required September, interest/experience in oral techniques, team teaching and graded tests essential. German as second subject an advantage.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

MARK HALL
COMPREHENSIVE SCHOOL
First Avenue, Harlow CM20 3JU
Tel: Harlow 38121
FRENCH Scale 1
Required for Summer Term a teacher of French, temporary in the first instance with possibility of permanent appointment to Autumn Term (starting date) 23rd March, 1984.
Application form available by 'phone to Headteacher at the school (s.a.e. please). (60681) 133618

ISLE OF MAN
BOARD OF EDUCATION
BALLAKERMEEN JUNIOR HIGH SCHOOL
TEACHER OF GERMAN Scale 1 at this Co-educational school of 1270 pupils dealing with the age range 11 - 14 years. The present Department has six Full-time members of staff and its own suite of adjoining rooms with ancillary facilities. This is a temporary appointment for 1 year.
Application form and full particulars can be obtained by forwarding a large unstamped addressed envelope to the Headmaster, Ballakermeen High School, Douglas, Isle of Man, to whom completed forms should be returned by 2nd April, 1984. (60451) 133622

KENT
MODERN LINGUIST
SEVENOAKS SCHOOL
See Page 76. (60852) 133622

NEWHAM
LONDON BOROUGH OF NEWHAM
CUMMING GATE SCHOOL
Forest Street, London E7
Head Teacher: Mrs. A. Bonham
Scale 1 TEACHER OF FRENCH (as temporary replacement) to join a large department in this multi-racial school.
Application forms and further particulars available from and returnable to the Head at the above address (s.a.e. please). Closing date: 23rd March, 1984. Ref. A 19. (54599) 133620

Teach on exchange or go on a course abroad.
See overseas and education courses columns. (573585)

Music

Heads of Department

BIRMINGHAM
EDUCATION DEPARTMENT
(Readvertisement)
SCALE 3 HEAD OF MUSIC
Instrumental Staff, Vacancy for Autumn Term 1984

An experienced teacher/excellent (ideally a Flutist or Clarinettist) with administrative ability required to develop the work of the woodwind department of large team of instrumentalists teaching. Full enthusiasm and initiative required for the appointment. Interest in orchestral and directing wind orchestras an advantage.
Further details and application forms are available from The Music Centres Manager, Marlborough Teachers' Centre, 258 Bristol Road, Birmingham B29 6BA. Enclosing S.A.E. (60152)

BIRMINGHAM
EDUCATION DEPARTMENT
See Sixth Form and Tertiary Colleges Section - Birmingham Sixth Form College and Department. (60153) 133618

HERTFORDSHIRE
WATFORD SCHOOL OF MUSIC
PRINCIPAL
Applications are invited for this position which will become vacant in September 1984.
See under Local Education Authority Administration. (60434) 135618

CAMBRIDGESHIRE
WITCHFORD VILLAGE COLLEGE
Required for September, a teacher specialising in Music to be Head of Music (Scale 3) in this 11 - 18 comprehensive Community College (roll 1,200) rising from May, 1984 to 1,400 in September, 1985.
Application forms (s.a.e. please) available from the Head Teacher, with whom completed forms should be returned by 30th March, 1984.
Witchford Village College is an equal opportunities employer. (573626) 133622

POWYS
COUNTY COUNCIL
CRICKHOWELL HIGH SCHOOL
Head: Mr. Burgess
Group 6 School opened in September, 1983 with Years 7 - 9 and is developing as a 7 - 16 comprehensive school to serve the small towns and villages in the Crickhowell and nearby Llangattock areas. It is required for September 1984 two teachers for full-time posts in the following subjects at all levels essential:
1. French, Welsh, European/Languages Studies.
2. Strong curriculum to 'A' level in Languages with language laboratory.
Application forms and further information may be obtained from Mr. Thomas, Crickhowell High School, Abergavenny Road, Crickhowell, Powys NP8 1AY (s.a.e. please). Closing date for the receipt of applications 23rd March, 1984. (Ref. 789). (57565) (Ref. Services. (60644) 133620

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
Redbridge Authority block advertisement. Modern Languages: Posts on Scale 1. (60681) 133622

SUTTON
LONDON BOROUGH OF SUTTON
Education Department
THE JOHN FISHER SCHOOL
Purley Downs Road, Purley, Surrey CR2 3YD
Tel: 01-660 4888
770 boys including 150 in the Sixth Form
Required for September 1984, a teacher of French with German to teach both subjects throughout the school including university entrants. A graduate is sought who is willing to help with the development of interest in music, will be expected to teach a second subject.
Further information and application forms from the Headteacher, to be returned by 23rd March, 1984. (647716) 133618

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
REQUIRED FOR 30TH APRIL 1984 OR SOONER
Rushcroft Road, Walthamstow E17 4QJ
Head: Mr. J.V. Banister
TEMPORARY (MATERNITY LEAVE) TEACHER OF MODERN LANGUAGES Scale 3 + £643
London Allowance required in the following subjects for pupils aged 11 - 14 years (668 on roll), to teach French and preferably, German, to CSE and 'O' level.
Application form and further details available from and returnable to the Teacher in charge, Mrs. Cooper, at the above address. Ref. P88/583. (57067)
Teach on exchange or go on a course abroad.
See overseas and education courses columns. (573626)

Lancashire County Council
An Equal Opportunities employer

Unless otherwise stated the following are required for 1st September, 1984 and the closing date is 22nd March, 1984.

Secondary Schools
Forms/further details from/to the Headteacher at the school. (SAE please)

CHORLEY ST. MICHAEL'S C.E. HIGH (AIDED)
Astley Road, Chorley, (951 on Roll. 11 - 16 mixed)
SCALE 4 - HEAD OF FACULTY (MATHEMATICIAN)
INFORMED INTEREST IN INTEGRATED SCIENCE DESIRABLE

BLACKPOOL COLLEGIATE HIGH
Blackpool Old Road, Blackpool (1,240 on Roll plus 656 in 6th Form. 11 - 18 mixed)
1st May or 1st September, 1984.
SCALE 3 - HEAD OF HOME ECONOMICS WITH RESPONSIBILITY FOR THE 6th FORM

ORMSKIRK ST. BEDES R.C. HIGH (SPECIAL AGREEMENT)
St. Annes Road, Ormskirk. (820 on Roll. 11 - 16 mixed)
1st May, 1984 or as soon as possible.
SCALE 2 - MUSIC - GCE/CSE EXAM LEVEL

BURSCOUGH PRIORY HIGH
Priory Road, Burscough, Ormskirk. (810 on Roll)
SCALE 2 - PHYSICS

FLEETWOOD HESKETH HIGH
Beach Road, Fleetwood. (1,332 on Roll. 165 in 6th Form)
TWO POSTS
1. SCALE 1 - MATHEMATICS AND ASSISTANCE WITH COMPUTING
2. SCALE 1 - MATHEMATICS, ESPECIALLY WITH LESS ABLE PUPILS

Re-advertisement
GARSTANG COUNTY HIGH
Garstang Road, Bowgreave, Preston. (831 on Roll)
SCALE 1 - CRAFT, DESIGN AND TECHNOLOGY

FLEETWOOD CARDINAL ALLEN R.C. HIGH (AIDED)
Melbourne Avenue, Fleetwood. (790 on Roll)
TWO POSTS
1. Re-advertisement
September, 1984
SCALE 1 - MATHEMATICS
2. 1st May, 1984 or as soon as possible
SCALE 1 - CHEMISTRY

BLACKPOOL HIGHFIELD HIGH
Highfield Road, Blackpool. (1,060 on Roll. 11 - 16 mixed)
1st May, 1984 or 1st September, 1984.
SCALE 1 - CRAFT, DESIGN AND TECHNOLOGY

BURNLEY BARDEN HIGH
Heasl Road, Burnley. (627 on Roll. Boys 11 - 16)
1st May, 1984 or as soon as possible thereafter.
SCALE 1 - MATHEMATICS - INTEREST IN COMPUTER STUDIES AN ADVANTAGE

COVENTRY CITY COUNCIL
Assistant Teachers
Required September 1984 or?...
to Bishop's Hull Junior Community College, Hasbrook Road CV1 4BD. Tel: (0203 555 [illegible])
BOYS' PHYSICAL EDUCATION Scale 1. To join a developing Physical Education Department. Commitment to community and multi-cultural education essential. Further details on request from the Head.
to Woodway Park School and Community College, Wigston Road, Coventry CV5 8EP. Tel: (0203 [illegible])
Coeval Priority School, set on hill
1) PHYSICAL EDUCATION Scale 1, to join a developing Department. An interest in community sports and leisure an advantage.
2) A Graduate teacher of DRAMA/TH... Scale 1, to join a developing Department. A full range of teaching available to include options to 'A' level. Ability to contribute to extra-curricular activities to be of benefit. Interest in computers in education an advantage.
For above 2 posts a commitment to the concept of integrated provision within the framework of a Community Education Service is essential.
Apply by letter giving full details (date, qualifications, experience) of name and addresses of three referees to the Head Teacher of the school concerned within 10 days of the appearance of this advertisement. Enclose s.a.e. for acknowledgement. Please quote reference number. (2294)
an equal opportunity employer

SECONDARY MUSIC
continued

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
WESTFIELD SCHOOL
Westfield, Sheffield S19 5AQ
Required for September 1984 (Scale 3)
Head of Music, Scale 3
Required a teacher to take charge of the musical, academic and external side of MUSIC, Scale 2. Successful candidate will be responsible for subject throughout age and ability range. Instrumental tuition provided and enthusiastic musical participation by staff. Well established tradition of concerts. School has choirs, orchestras etc.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees.
Director of Educational Services. (60644) 133620

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1984
WOLVERHAMPTON MUSIC SERVICE
Head of Woodwind Scale 3
Applications are invited for the senior post in the above instrumental teaching Team from suitably qualified candidates. Successful candidate will be expected to play the clarinet as part of department in its work with groups of various sizes and with pupils. Applicants should have the ability to play other instruments they could offer if only to an elementary standard. Applications should be sent to the Director of Education Department, Civic Centre, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of appearance of advertisement. (SAE please).
Wolverhampton is an equal opportunities employer and vacancies are open to both sexes, all races and registered disabled people. Applications are particularly encouraged in accordance with the Council's policy. (601581) 133618

DURHAM
COUNTY COUNCIL
MUSIC SERVICE
INSTRUMENTAL MUSIC TEACHERS
Full-time PERIPATETIC INSTRUMENTAL MUSIC TEACHERS/INSTRUCTORS required as soon as possible.
(a) CELLO/DOUBLE BASS in the Peterlee/Easington area.
(b) VIOLIN/VIOLA mainly in the Darlington area.
(c) Temporary post for one year from September, 1984, in the Darlington area.
Scale 3 - Salary Scale 4, or appropriate County Scale according to qualifications and car mileage allowance.
Stamped addressed envelope for further details and application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham. Closing date for receipt of applications 30th March, 1984. (870585) 133620

Scale 2 Posts and above

BARNET
(LONDON BOROUGH)
RAVENSCROFT SCHOOL
Totteridge Lane, London N20 8AZ
Tel: 01-445 9305
Roll 736. Sixth Form 73
Required for SEPTEMBER, 1984, a teacher of Violin, Viola and Cello to teach the full range of orchestral woodwind instruments together with school, Orchestra and Music Centre and to give lessons. A car is essential and a car allowance is payable.
Application forms and further details for the above post can be obtained on receipt of a large self-addressed envelope, from the Director of Education, Education Office, Wood Street, Barnet, Herts EN5 4AG.
Applications from suitably qualified candidates will be welcomed from all sections of the community. Unqualified applicants will be offered an induction course.
Application forms and further details from Music Adviser, County Hall, Martin Mere Lane, Aylesbury HP20 1UA on receipt of S.A.E. Closing date 30th March, 1984. (60658) 133620

SHROPSHIRE
EDUCATION COMMITTEE
BRIDGNORTH ENDOWED SCHOOL
Northgate, Bridgnorth, WV15 5AP
11 - 18 mixed comprehensive
1020 pupils
Head of Music Scale 3 - enthusiastic music specialist sought for department with potential for development.
Application forms and further details from the Head (SAE). (60659) 133618

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
COUNTY STAFF (MUSIC)
TEACHER (Scale 1)
INSTRUCTOR
Required, from April 1984 or as soon as possible thereafter, a full-time peripatetic Brass Teacher/Instructor.
Application forms available from the Chief Education Officer (Ref. MF 5), County Hall, Caldwell Street, Bedford. (60500) 133622

BEDFORDSHIRE
EDUCATION SERVICE
COUNTY STAFF (MUSIC)
TEACHER (Scale 1)
INSTRUCTOR
Required from April 1984 to cover the maternity leave of the current post holder, a full time peripatetic woodwind teacher Scale 1/instructor.
Application forms available from the Chief Education Officer (Ref. MF 4), County Hall, Caldwell Street, Bedford. (60472) 133622

BUCKINGHAMSHIRE
MILTON KEYNES AREA
LEON SCHOOL
Fern Grove, Bletchley, Milton Keynes MK3 5RG
Required for September 1984, a teacher of Music. The successful applicant will be required to teach throughout the school and be responsible after another subject in the Humanities Faculty at second or 3rd year level.
Scale 1 and has a very strong tradition at the school which has two orchestras windbands and choirs.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details from the Director of Education, Education Department, Pitwirhwyd, Carmarthen SA31 2NH. Completed applications should be returned to the Director of Education by 22nd March.

NORFOLK
Required for September 1984, WOODWIND teacher for the Southern Area based in Thetford. Applicants will be expected to teach all Woodwind instruments, although a double reed specialist will be required. Burnham 1 is offered, although 'A' level work is offered to suitably experienced applicants. Unqualified applicants will be offered an induction course.
Application forms and further details from Music Adviser, County Hall, Martineau Lane, Norwich NR1 2DL on receipt of S.A.E. Closing date 30th March, 1984. (60658) 133620

SHROPSHIRE
EDUCATION COMMITTEE
BRIDGNORTH ENDOWED SCHOOL
Northgate, Bridgnorth, WV15 5AP
11 - 18 mixed comprehensive
1020 pupils
Head of Music Scale 3 - enthusiastic music specialist sought for department with potential for development.
Application forms and further details from the Head (SAE). (60659) 133618

NORTH YORKSHIRE
COUNTY COUNCIL
LADY LUMLEY SCHOOL
Lumley Lane, Pickering YO18 8PJ
(11 - 16 mixed comprehensive (roll 850: Sixth Form 110; 128) situated in an attractive market town on the southern edge of the North York Moors.
Required for September 1984, HEAD OF SIXTH FORM (Scale 1). Teacher(s) to be responsible for all aspects of the Sixth Form and to play a full part in the Senior Management of the School. Existing small amount of teaching will be required in either English or Mathematics.
Please send s.a.e. for application form and further details to the Headmaster. (60505) 134018

NORTHAMPTONSHIRE
SPONNE SCHOOL
Brackley Road, Towcester, Northants NN12 7TA
Sec under 'Deputy Head etc. Section (60571) 134018

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1984
VALLEY PARK SCHOOL
Head of Upper School
Senior Teacher Scale
Valley Park is an 11 - 18, inner urban, multicultural comprehensive school. Experienced teacher is required to be responsible for the implementation of school policies for fifth and sixth form students, a significant teaching commitment is also required.
Application forms and further details are available from Mr. Dixon, Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races, registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (601581) 134018

Scale 2 Posts and above

DURHAM
COUNTY COUNCIL
CARMEL COMPREHENSIVE SCHOOL
Darlington
(11 - 18 years 1300 on roll)
ASSISTANT HEAD - LOWER SCHOOL, Salary Scale 4.
Well qualified and experienced teacher required for September 1984 to assist with pastoral work in first two years and ability to teach English/Mathematics or Religious Education.
Stamped addressed envelope for application form and further details to Area Education Officer, County Hall, Aykley Heads, Durham DH1 5UL. Closing date for receipt of applications 23rd March, 1984. (870585) 134018

Physical Education

Scale 2 Posts and above

SOUTH GLAMORGAN
COUNTY COUNCIL
COWBRIDGE COMPREHENSIVE SCHOOL
(11 - 18) 6 Form Entry
TEACHER OF P.E. AND GAMES, SCALE 3
Required September 1984, well qualified teacher to be in charge of girls' physical education, and to teach the full range of activities in school. Please state other subject(s) offered.
Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the Director of Education, Education Office, Kingsway, Cardiff CF1 3NU. Completed applications should be returned within 10 days of the appearance of this advertisement. (605/1) 134018

WARWICK
THE KING'S HIGH SCHOOL FOR GIRLS
Myton Road, Warwick CV34 6NJ
(Independent Day School. 530 girls, 130 in Sixth Form)
Required for September, 1984, graduate with P.G.C.E. or equivalent to share in the teaching of Music throughout the school. G.C.E. 'O' and 'A' Level work, junior classes, choirs, orchestras etc. and some private lessons, either piano or woodwind. Preference given to a historian seeking part time.
Assistant car purchase scheme.
Application form and further details available from the Head Teacher whose name and address should be returned as soon as possible. This is a new advertisement. Previous applications will be automatically reconsidered.
An Equal Opportunity Employer. (573547) 134220

BEDFORDSHIRE
EDUCATION SERVICE
COUNTY STAFF (SUPPLY)
TEACHERS
DIRECTLY PHYSICAL EDUCATION (Scale 3)
A vacancy has arisen in the County Staff (supply) team for a Teacher of Physical Education. Applicants should have had experience in teaching a variety of situations, particularly in the 11 - 16 age range as they will be required to teach in any school, but to take charge of Girls' P.E., and Games.
Essential car user allowance is payable.
Application forms are available from the Head Teacher whose name and address of referee to the Headmaster, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 7 days of this advertisement. (SAE Please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races, registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (601581) 134018

Scale 2 Posts and above

DURHAM
COUNTY COUNCIL
CARMEL COMPREHENSIVE SCHOOL
Darlington
(11 - 18 years 1300 on roll)
ASSISTANT HEAD - LOWER SCHOOL, Salary Scale 4.
Well qualified and experienced teacher required for September 1984 to assist with pastoral work in first two years and ability to teach English/Mathematics or Religious Education.
Stamped addressed envelope for application form and further details to Area Education Officer, County Hall, Aykley Heads, Durham DH1 5UL. Closing date for receipt of applications 23rd March, 1984. (870585) 134018

BEDFORDSHIRE
EDUCATION SERVICE
COUNTY STAFF (SUPPLY)
TEACHERS
DIRECTLY PHYSICAL EDUCATION (Scale 3)
A vacancy has arisen in the County Staff (supply) team for a Teacher of Physical Education. Applicants should have had experience in teaching a variety of situations, particularly in the 11 - 16 age range as they will be required to teach in any school, but to take charge of Girls' P.E., and Games.
Essential car user allowance is payable.
Application forms are available from the Head Teacher whose name and address of referee to the Headmaster, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 7 days of this advertisement. (SAE Please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races, registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (601581) 134018

ST. HELENS
COMMUNITY EDUCATION DEPARTMENT
GRANGE PARK HIGH SCHOOL
Broadgreen Rd., St. Helens WA10 3RY
(11 - 18 years mixed Comprehensive. 931 on roll; 87 in sixth form)
GIRLS' P.E. (SCALE 2)
Required for September, 1984, to take charge of Girls' P.E., and Games.
Application forms are available from the Head Teacher whose name and address should be returned as soon as possible. This is a new advertisement. Previous applications will be automatically reconsidered.
An Equal Opportunity Employer. (573547) 134220

ST. HELENS
COMMUNITY EDUCATION DEPARTMENT
GRANGE PARK HIGH SCHOOL
Broadgreen Rd., St. Helens WA10 3RY
(11 - 18 years mixed Comprehensive. 931 on roll; 87 in sixth form)
GIRLS' P.E. (SCALE 2)
Required for September, 1984, to take charge of Girls' P.E., and Games.
Application forms are available from the Head Teacher whose name and address should be returned as soon as possible. This is a new advertisement. Previous applications will be automatically reconsidered.
An Equal Opportunity Employer. (573547) 134220

Pastoral

Heads of Department

ESSEX
EPPING FOREST HIGH SCHOOL
Roman Road, Gardens, Loughton IG10 3RD
Tel: 01-508 5806
HEAD OF SIXTH FORM. Scale 4 (plus Fringe Allowance)
Required for September 1984, following promotion to Deputy Headship, a well qual

SECONDARY PE
continued

Scale 1 Posts

BEXLEY
BEXLEYHEATH TECHNICAL HIGH SCHOOL FOR BOYS, Hartford Road, Bexley, Kent DA5 1NE
Tel: Dartford 25528
Required for September 1984 a one year, a teacher of P.E. AND GAMES to substitute for a member of staff who will be seconded.
This is a 4 P.E. 1 18 years selective school which offers a large range of physical activities at all levels in the school. The person appointed will be encouraged to develop their particular enthusiasm and will be expected to work closely with the acting Head of Department and to take responsibility for certain activities from the start.
Please apply by letter to the Headmaster at the school giving age, date of birth, qualifications, experience and the names and addresses of 2 referees.
A.A.A. £645. (570/84)
134222

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
HOLY TRINITY C.E. (A) SENIOR SCHOOL, Holmfield, Halifax HX2 9TE.
RE-ADVERTISEMENT
Required from June to December, 1984 a temporary teacher of PHYSICAL EDUCATION (Scale 1). Ability to teach General Science in the lower school would be an advantage.
Application forms and further details obtainable from the Headmaster on receipt of a s.a.e. from the Headmaster to whom completed forms should be returned by 23rd March (80329)
134222

CAMBRIDGESHIRE
CHESTERTON COMMUNITY
Required for the summer term only, in this 11 - 16 mixed comprehensive School (Roll 1090) Temporary teacher of Boys Physical Education (good facilities available (Scale 3).
Apply to Principal, Gilbert Road, Cambridge CB4 3NY giving full c.v. and names and addresses of two referees (s.a.e.). (64745)
134222

DORSET
COLFOX SCHOOL
Bridport DT6 5JL
(1000 girls and boys: 11 - 18 comp.)
Required immediately, Temporary teacher of PE (Scale 1) mainly for boys' games and gymnastics, specialising in athletics, in which the school is very strong. Appointment to cover absence of teacher on sick leave and is expected to run until end of Summer Term 1984.
Telephone school (Bridport 22891) for further details.
Apply in writing giving full cv and names and address of two referees to the Headmaster ASAP. (570/84) 134222

DORSET
HARDYE'S SCHOOL
Dorchester DT1 1DS
Required for Summer School (Aided)
Required for summer term 1984. A qualified woman PE and games teacher (athletics or cricket specialty) and PE & games mistress for one term. Boarding house accommodation available.
Letters of application with the names and addresses of 2 referees, A.S.E. to the Headmaster from whom further details are available.
(57526)
134222

ESSEX
TORELLS SCHOOL
Buxton Road, Grays
Essex RM17
Tel: 0375 71351
Scale 1 or Scale 1 (Temporary)
Temporary appointment for Summer Term in the first instance to cover maternity leave.
C.V. to Headteacher (Goodscap a.a.e. please). (64658)
134222

HAVERING
LONDON BOROUGH OF HAVERING
ASHTON SCHOOL
Abbs Cross Lane, Hornchurch
Essex RM12 4YB
(Roll 990 Mixed)
Hornchurch 40304
Headteacher: P.J. Fossey, M.A.
Required September 1984, a well qualified and enthusiastic teacher of Girls P.E. A particular interest in Netball would be an advantage. A minority part of the timetable will involve the teaching of a second subject, preferably but not essentially in the English or Humanities area.
Letters of application enclosing curriculum vitae and the names of two referees should be sent to the Head teacher. (30771)
134222

KENT
COUNTY COUNCIL
Education Department
ARCHER DIVISION
SIR ROGER MANWOOD'S SCHOOL
Sandwich, Kent CT13 9JX
(Voluntary Controlled Mixed Grammar School 13 - 18
500 pupils. Sixth Form 140. (approximately 100 boarders)
Required for September 1984 Head of Girls Physical Education. Applicants must offer Mathematics, French as a second teaching subject.
Application form/details (foolscap a.a.e.) from the Headmaster, returnable as soon as possible. (57086)
134222

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION AND LEISURE SERVICES
BARTON HIGH SCHOOL
Wellhouse Hall Road
Huddersfield HD4 7DY
(Mixed 11 - 18 Comprehensive School. 1,700 pupils)
PHYSICAL EDUCATION AND GAMES
Required for the Summer term (April 23rd to July 27th) a temporary teacher of Physical Education (Scale 1) to take a Girls' Physical Education programme.
The Department is well equipped and has a gym, Sports Hall, Training Swimming Pool, Fitness Room and has extensive playing fields and access to the moors within the usual range of marked out sports.
Application forms and further details are available from the Deputy Head (Lower School) to whom they should be returned within 14 days of the appearance of this advertisement.
(60413)
134222

NORFOLK
EATON (CITY OF NORWICH) SCHOOL
Eaton Road, Norwich
Scale 1 Teacher P.E. (Boys) required September 1984.
Application forms and further details from and returns to the Headteacher at the School. s.a.e. please. (60653)
134222

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
WILLINGTON QUAY HIGH SCHOOL
Churchill Street, Wallsend
NE28 7TN
(13 - 18)
Headteacher: Mr. D.A. Renaut, B.A.
Required for 1st September 1984, Scale 1 TEACHER OF PHYSICAL EDUCATION. Good facilities including Sports Hall and Gymnasium. Contribution to classroom teaching will be expected.
Application forms and further details are available on receipt of a s.a.e. from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement.
(60413)
134222

NORTHAMPTONSHIRE
KINGSBROOK SCHOOL
Stratford Road
Deanshanger, Milton
Keynes MK19 6HN
The following staff are required for the Summer Term, commencing 30th April:
1. A Physical Education Teacher for boys P.E. and Games (Scale 1).
2. A Physical Education Teacher for girls P.E. and Games (Scale 1).
An ability to offer Geography and/or Mathematics would be an advantage.
Kingsbrook is a Co-educational Comprehensive School of 760 pupils situated in Deanshanger which is part of rural South Northamptonshire.
Applications should be sent direct to the Headmaster, Mr. Mike Hall, as soon as possible. s.a.e. please. (60511)
134222

WILTSHIRE
EDUCATION COMMITTEE
THE GEORGE WARD SCHOOL
Melksham
(Mixed 11 - 18 Comprehensive School. 1,700 pupils)
PHYSICAL EDUCATION AND GAMES
Required for the Summer term, a temporary teacher of Physical Education (Scale 1) to take a Girls' Physical Education programme.
The Department is well equipped and has a gym, Sports Hall, Training Swimming Pool, Fitness Room and has extensive playing fields and access to the moors within the usual range of marked out sports.
Application forms and further details are available from the Deputy Head (Lower School) to whom they should be returned within 14 days of the appearance of this advertisement.
(60413)
134222

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
(Independent Boarding School for Girls)
PHYSICAL EDUCATION: Required September 1984 a temporary teacher of Physical Education. Applications from responsible persons capable of developing existing games activities. Duties will include some classroom teaching. Numbers Fourth Year upwards. Experience with 11 - 16 year olds essential. Some coaching of hockey and netball also required.
Applications with full details of qualifications, experience and names and addresses of two referees to the Headmistress, Malvern Girls' College, Malvern, Worcs. WR14 3BA.
134222

Unless otherwise stated the following posts are required for September 1984. Application forms and further details are available from the Head of the School on receipt of a SAE. Closing date 23rd March.

SECONDARY: DEPUTY HEADTEACHER GROUP 10

GAINSBOROUGH CASTLE HILLS SECONDARY SCHOOL, The Avenue, Gainsborough, Lincs DN21 1PY. NOR 700.

Suitably qualified and experienced Teacher for this Post in a non-selective mixed School. In addition to management and administrative duties the successful applicant will be responsible for boys' welfare and discipline. Ability to teach general science/mathematics an advantage. Closing date 27th March 1984.

SECONDARY: DEPUTY HEADTEACHER GROUP 8

BOURNE COUNTY SECONDARY SCHOOL, NOR 667

Further particulars and forms from the Acting Divisional Education Officer, P.O. Box 2, Council Offices, Taylor's Lane, Bourne, Lincs. (s.a.e.).

PRIMARY: HEADTEACHER GROUP 4

BOSTON ST. MARY'S RC PRIMARY SCHOOL. NOR 168.

Forms and details available from the Divisional Education Officer, County Hall, Boston, Lincs PE21 6LX on receipt of SAE. Forms to be returned to the Reverend D. Rice, St. Mary's Presbytery, 24 Homeastle Road, Boston, Lincs.

SECONDARY: SCALE 2 POST

KESTEVEN AND GRANTHAM GIRLS' GRAMMAR SCHOOL, Stanton Road, Grantham Lincs. NOR 716.

COMPUTER STUDIES – Graduate to teach to 'O' and 'A' level and take charge of a developing department. Applications from newly qualified graduates welcomed for an appointment in Scale 1 in the first instance.

SCALE 2 POST (SPECIAL) GROUP 4

THE ERESBY SCHOOL, Ersesby Avenue, Spilsby, Lincs PE23 5HU. NOR 43.

Successful experience teaching mentally handicapped children and willingness to contribute curriculum development essential.

SECONDARY: SCALE 1 POSTS

BARNSBOROUGH QUEEN ELIZABETH'S HIGH SCHOOL, Morton Terrace, Barnsborough, Lincs DN21 2SY. NOR 609.

MATHEMATICS – Graduate preferred. Closing Date 27th March 1984.

BOSTON HIGH SCHOOL, The High School, Boston, Lincs PE21 9PF. (11 -16 Girls' Grammar School). NOR 873.

GEOGRAPHY – Required for April or September 1984, an Honours Graduate to share the teaching of 'A' and 'O' level. An interest in Human Geography would be an advantage.

JOHN SPENDLUFFE SECONDARY SCHOOL, Stanley Lane, Alford, Lincs LN13 9BL. NOR 411. GROUP 7.

MUSIC – Enthusiastic teacher required. Music is taught throughout the full age and ability range. Suitable opportunity for a first appointment.

DE Aston School, Market Rasen, Lincs LN8 3RF. NOR 1098, including 200 in 6th form. GROUP 11.

COMMERCIAL SUBJECTS – Teacher to be in charge within the Department of Economics and Business Studies for September 1984 (or earlier if possible). The School is developing BTEC courses in (in 5th Form and to beginning a 6th Form 'A' level course in Business Studies in September 1984, which the successful candidate will share with the Head of Economics. Apply by letter with CV and names and addresses of two referees to the Headmaster. Enquiries welcomed. (0623 643415)

SCALE 1 POST (SPECIAL)

BOSTON JOHN FIELDING SCHOOL FOR (B), Ashtown Drive, Boston, Lincs PE21 9PX. Special Care Unit. A.W.

Required in Easter to provide a caring and experienced Teacher for 10 - 16 pupils with physically handicapped and/or ESN(M) children.

Lincolnshire County Council

PART-TIME experienced P.E. teachers required for evening Exercise Company, minimum of two evenings per week. Training provided. High earnings potential. Maidenhead (06628) 82908.
(60586)
134222

Religious Education

Heads of Department

DURHAM
COUNTY COUNCIL
CARMEL R.C. COMPREHENSIVE SCHOOL
Darlington
(Mixed 11 years, 1300 on roll)
HEAD OF RELIGIOUS EDUCATION – Salary Scale 3
Well qualified and experienced teacher required for September 1984 to provide inspirational leadership throughout the school presently developing its 6th Form.
Stamped addressed envelope for application form and further details to Area Education Officer, 'Grale Lea', Dipledene Road, Darlington.
Closing date for receipt of applications, 23rd March, 1984. (57052)
134218

Scale 2 Posts and above

DURHAM
COUNTY COUNCIL
ST. BEDE'S R.C. COMPREHENSIVE SCHOOL
Front Common Lane,
Peterlee SR8 2TH
Principal: K.J.B. Constable
RELIGIOUS STUDIES (Scale 3) required for September 1984.
An enthusiastic, experienced and committed graduate teacher is required to lead a team which will develop the subject further up to 'A' level standard. Ability to 'O' and 'A' level and experience within the Sixth Form are desirable. There are wide opportunities for pastoral work in the context of a Christian community and the teacher will be expected to play a full part in the tutorial work of the College. Ability to coach rugby football an advantage.
Application in writing to the Headmistress for references. (60427)
134222

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
HENDWOOD SCHOOL SIXTH FORM COLLEGE
Ashby Common Lane,
Scunthorpe DN16 2AA
Principal: K.J.B. Constable
RELIGIOUS STUDIES (Scale 3) required for September 1984.
An enthusiastic, experienced and committed graduate teacher is required to lead a team which will develop the subject further up to 'O' and 'A' level standard. There are wide opportunities for pastoral work in the context of a Christian community and the teacher will be expected to play a full part in the tutorial work of the College. Ability to coach rugby football an advantage.
Application in writing to the Headmistress for references. (60427)
134222

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
NORTH CHADDERTON SCHOOL
Chadderton Park Road,
Chadderton, Oldham
HEAD OF R E - SCALE 3
This post is available from September 1984 at this 11 - 16 mixed comprehensive school of 1,000 pupils.
Required to lead a team of 3 and to teach R.E. to 'O' and 'A' level, also to organise Personal & Social Education in years 4 and 5. Personal & Social Studies. Ability to organise Social Education in years 3 and 4 and to organise Social Studies.
Application forms and further details available from the Headteacher at the school (SAE please) to whom they should be returned by Wednesday 21st March, 1984. (Please acknowledge receipt of this advertisement).
134218

Science

Heads of Department

CAMBRIDGESHIRE
Sea ad under Sixth Form Colleges/Heads of Department (84752)
134218

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
JOHN LEGGOTT SIXTH FORM COLLEGE
West Common Lane,
Scunthorpe DN16 1AS
HEAD OF PHYSICS (Scale 4) required for September, 1984.
An experienced, well-qualified and enthusiastic person with proven successful teaching experience is required to lead a team which prepares students for the Cambridge 'A' level and in addition participates in Co-operative Education. The Department also provides good 'O' level programmes and two year 'O' level programmes and study together with a variety of courses for the Leisure Industries and Caring Professions.
All science staff share in the tutorial work of the College and take part in the Co-operative Education and the Leisure Industries programmes.
Application forms, obtainable from the Principal at the College to whom completed forms should be returned as soon as possible, and not later than 26th March, 1984 (Tel. s.a.e. please). (57790)
134218

ISLE OF WIGHT
COUNTY COUNCIL
MEDINA HIGH SCHOOL
Fairlee Road, Newport, IW PO30 2DX
Age range 13 - 18 years
(1,200 on roll)
Required for September 1984 a SCIENCE TEACHER (Scale 3) to take responsibility for Physics.
Application forms and further details of the post can be obtained from the Headmaster to whom completed forms should be returned by Wednesday 21st March 1984.
(Please acknowledge receipt of this advertisement).
134218

Scale 2 Posts and above

BARNET
(LONDON BOROUGH)
HIGH BARNET SIXTH FORM CENTRE
Stapylton Close, Stewart's Road,
Barnet, Herts. EN5 4QT
(Mixed 16 - 19 Sixth Form Centre)
Required for September 1984 a SCIENCE TEACHER (Scale 3) to teach Physics to 'A' level and Science to 'O' level.
Application forms available from the Headteacher at the above address on receipt of a s.a.e.
134218

ESSEX
DAVENANT FOUNDATION SCHOOL
(Voluntary Aided)
(co-educational, non-denominational Christian Ecumenical School)
RELIGIOUS EDUCATION (SCALE 3)
Required for September 1984 a suitably qualified teacher of Religious Education able to teach across the age and ability range.
The Governors wish to appoint a person committed to work within and to contribute to the Christian Ecumenical ethos.
Further details and application forms from the Headmaster, Lower Road, Chigwell, Essex IG7 5QF. Closing date: 23rd March, 1984. (57376)
134222

KENT
COUNTY COUNCIL
Education Department
DOVER DIVISION
SIR ROGER MANWOOD'S SCHOOL
Sandwich, Kent CT13 9JX
(Voluntary Controlled Grammar School 13 - 18
500 pupils. Sixth Form 140. (approximately 100 boarders)
Required for September 1984 a Religious Education Specialist to assist in giving the Religious Studies/Philosophy programme a strong lead.
Applicants must offer Mathematics as a second teaching subject. Ability to coach rugby football an advantage.
Application form/details (foolscap a.a.e.) from the Headmaster, returnable as soon as possible. (57086)
134222

LONDON
OUR LADY'S CONVENT HIGH SCHOOL
8-16 Amhurst Park, London N16 5AP
Required for/from Summer Term 1984 for this 2 r.c. school (560 on roll) part-time teacher of Religious Education to C.S.E. and 'O' level. Possibility of full time post for suitable applicant. Qualified lay teacher welcome also.
Please apply in writing to the Headmistress for references. (60427)
134222

NEWHAM
LONDON BOROUGH OF NEWHAM
FOREST GATE SCHOOL
Forest Street, London E7 9DH
HEAD Teacher: Mrs A. Rowland
Scale 4 or on roll: 850
TEMPORARY TEACHER OF RELIGIOUS STUDIES AND GUIDANCE (one term) Scale 3
Required Easter 1984,
A teacher of Religious Studies and Guidance with experience in a mixed 11 - 18 school. Assistance with the school's pastoral system and education programme is also required.
London Allowances: £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 20th March 1984.
Director of Education, Education Offices, 379/383 High Street, Stratford, London E15 4RD. (60635) 134429

Scale 1 Posts

BARNET
(LONDON BOROUGH)
HIGH SCHOOL
Stapylton Close, Stewart's Road,
Barnet, Herts. EN5 4QT
(Mixed 11 - 18 Comprehensive School. 1,200 on roll)
Required for September 1984 a SCIENCE TEACHER (Scale 1) to teach Science to 'O' level.
Application in writing to Head Teacher with full c.v. and names of two referees.
Closing date: 23rd March, 1984. (57090)
134218

LONDON
LONDON BOROUGH OF MERTON
ROWAN HIGH SCHOOL
Rowan Road, SW16 5JF
Headteacher: Mrs. D.G. Waugh
Age Range 11-16
Age Range 11-16
Roll: 1,364 (1179 Boys, 185 Girls)
Teaching date ASAP
Required for September 1984, for two years in the first instance, a Temporary Head of Chemistry to join a lively Science Dept. with good laboratory support with good numbers in the sixth form. The successful applicant will be required to teach Chemistry through the ability range and there will be excellent facilities for practical work. Scale 3 success would be a distinct advantage.
Application forms and further particulars of the post may be obtained from the Head Teacher at the above address (s.a.e. please) to whom completed forms should be returned addressed envelope. (57077)
134218

NORTHUMBERLAND
BERWICK COUNTY HIGH SCHOOL, Berwick upon Tweed TD15 2JF
Tel: 0289 307264
Comprehensive, 980 pupils
Scale 1 or Scale 3
Required from 1st September 1984 or as soon as possible a graduate teacher to teach Chemistry (Scale 3) to 'O' and 'A' level at all levels and a departmental team of 3. Subject options will be given. Suitable for laboratories in Science block. Assistance with removal expenses may be given. Assistance with housing accommodation may be available.
Application forms (foolscap s.a.e.) from the Headteacher, Mr. Head. In interest of economy only shortlisted applicants will receive no further communication. Sign. 7.9.84 you may wish to note that unsuccessful candidates will usually be informed by 23rd March 1984.
(60615)
134218

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following posts:
LILLEY AND STONE SCHOOL
London Road, Newark, Notts. NG24 1TT
Headmistress: Miss M.L. Hodgson, M.A.
Mixed: 600 (14 - 18)
For September, well qualified teacher as HEAD OF CHEMISTRY AS HEAD OF DEPARTMENT. Good experience and ability to teach Chemistry at all levels and with Nuffield 'A' level courses. Good laboratories.
Application forms and full details available (s.a.e.) from the school. (60481)
134218

SUFFOLK
COUNTY COUNCIL
MILDENHALL UPPER SCHOOL
Chestnut Grove, Off South Row
Burg Road, Mildenhall
Bury St. Edmunds IP28 7AY
(1,200 on roll)
Required from September 1984 HEAD OF CHEMISTRY (Scale 3) to work within closely knit science department of ten staff.
Closing date: 23rd March, 1984.
Application forms and further details available from the Headteacher at the school (s.a.e. please) to whom they should be returned. (57814)
134218

Scale 2 Posts and above

BARNET
(LONDON BOROUGH)
HIGH SCHOOL
Chesterfield Road, East Barnet
Barnet, Herts. EN4 8PU
01-441 1154
Co-educational
Comprehensive. 6 F.E. Roll 1050. Sixth Form 150.
Near Cockfosters Underground Station and New Barnet Station
Required SEPTEMBER, 1984. Salary Scale 3 graduate to be responsible for Upper Sixth Science and Polytechnic applications. Interest in Liberal Studies, Community Service, etc. Applicants with honours graduates with successful experience and 'A'-level teaching. School has five laboratories and five technicians in two buildings. Scale 3/4 success in approved cases assistance may be given towards the payment of removal expenses and separation allowance.
Apply in writing to Head Teacher with full c.v. and names of two referees.
Director of Educational Services. (60642)
134222

BARNSLEY
METROPOLITAN BOROUGH OF BARNSLEY
ROYSTON COMPREHENSIVE SCHOOL
Station Road, Royston,
Barnsley S71 4EG
Tel: 0226 720 480
Comprehensive - No. on Roll 1,200
Headteacher: Mr B. Hilditch, B.Sc.
Required for September 1984, SCIENCE AND CRAFT, DESIGN AND TECHNOLOGY (Scale 2)
An enthusiastic teacher of proved ability to initiate the development of technology courses within the school. Ability to teach Physics and Chemistry to 'O' level is required but in time teaching one new course will account for a sizeable proportion of the teaching commitments.
The Science Department is forward looking, is housed in new buildings and there is already a firm commitment within the School to the development of new courses in technology.
Application forms and further details (SAE please) available from and early return to the Headteacher at the above address. Closing date for receipt of applications 21st March, 1984.
134218

SECONDARY R.E.
continued

BEDFORDSHIRE
NORTHERN AREA
QUEEN'S PARK SCHOOL AND COMMUNITY COLLEGE
Kingsway, Bandy.
Bedfordshire MK41 7EA
Tel: Bandy 270111
Required September 1984 a temporary teacher of Religious Education to cover maternity leave.
Application forms and further details from the Headmaster, Mr. Francombe
Tel: Bandy 270111
134222

BERKSHIRE
ST. BERNARD'S CATHOLIC GRAMMAR SCHOOL
Bath Road, Slough SL1 3SB
Required September 1984 a teacher of Religious Education able to teach across the age and ability range.
The Governors wish to appoint a person committed to work within and to contribute to the Christian Ecumenical ethos.
Further details and application forms from the Headmaster, Mr. Lyne.
134222

BIRMINGHAM
CITY OF BIRMINGHAM
Required for September 1984 a teacher of Religious Education to share responsibility for the subject within the Science Department.
Further details from the Headteacher (Miss Jones, B.A.) on receipt of a stamped addressed envelope. (64744)
134222

BUCKINGHAMSHIRE
MILTON KEYNES AREA
BRAE HEAD MARKHAM SCHOOL
Wavendon Gate, Rainbow Drive, Loadmoll, Milton Keynes MK7 7AH
Required for September 1984, a teacher of Science to join a successful department moving towards greater integration of the Sciences. Scale 1.
This new secondary school opened in 1979 in new buildings on a green field site is not essential. Housing usually available.
Applications are obtainable from and returnable to the Headmaster of the school. (60648)
134222

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
MAYESBROOK COMPREHENSIVE SCHOOL
Cannington Road, Dagenham, RM8
(Roll 1260)
Required for September 1984 or as soon as possible. A Scale 1 teacher of Biology to teach at least two Sciences to examination level, preferably specialising in Physics to 'O' level. Ideal post for first appointment. Inner London and Social Priority Schools Allowance payable.
Reimbursement of removal expenses in approved cases.
Application forms from the Headteacher (s.a.e.). Returnable by 22nd March 1984.
(60678)
134222

BEDFORDSHIRE
NORTHERN AREA
QUAY UPPER SCHOOL AND COMMUNITY COLLEGE
Bagsvey Avenue, Bandy.
Bedfordshire MK41 7EA
Headmaster: Mr. Francombe
Tel: Bandy 270111
Co-educational Upper School and Community College
(Roll 1,400)
Required for September 1984, or soon as possible a well qualified Graduate Teacher of Physics. The post is well equipped laboratories available with the Physics Department actively developing its curriculum. This is an excellent opportunity for a suitably qualified teacher of expand further the Science provision. Technology as well as to teach Physics to 'A' level and with the 'A' level, is a strong desirable.
A scale two post could be available for a suitably qualified candidate but college applications are most welcome to apply.
Application forms and further details from the Headmaster (s.a.e. please).
Previous applications received under consideration.
(60478)
134222

BEDFORDSHIRE
SOUTHERN AREA
CHANEY BOYS' HIGH SCHOOL
Stoneygate Road, Luton, Beds
Headmaster: S.M. Hamilton-Fox, M.A.
Required for April 1984, temporary (or one term) a teacher of Biology and Combined Science, Scale 1.
Applications are obtainable from and returnable to the Headmaster of the school. (s.a.e. please). (60648)
134222

BERKSHIRE
PILGRIM UPPER SCHOOL
Brickhill Drive, Bedford
Headmaster: Mr. R.J. Cornwell
Tel: Bedford 80613
13 - 18 Co-educational Comprehensive School, number on roll: 1,525
Required for September 1984, a Teacher of Chemistry, Scale 1 or 2 as well qualified and experienced graduate able to teach to 'A' level and to join a strong and well equipped department. Responsibility a popular 'A' level subject. Ideal post for first appointment. Inner London and Social Priority Schools Allowance payable.
Application forms and further details from the Headteacher (s.a.e. please).
Closing date 23rd March 1984.
(60678)
134222

BERKSHIRE
ST. COLUMBA'S R.C. BOYS' SCHOOL
Elliot Avenue, Bexleyheath, Kent DA7 4QX
Tel: Crayford 23926
Required for September 1984, or as soon as possible, enthusiastic and energetic teacher specialising in Physics to 'O' level. Ideal post for first appointment. Inner London and Social Priority Schools Allowance payable.
Reimbursement of removal expenses in approved cases.
Application forms from the Headteacher (s.a.e.). Returnable by 22nd March 1984.
(60678)
134222

BERKSHIRE
PILGRIM UPPER SCHOOL
Brickhill Drive, Bedford
Headmaster: Mr. R.J. Cornwell
Tel: Bedford 80613
13 - 18 Co-education Comprehensive School, number on roll: 1,525
Required for September 1984, a Teacher of Chemistry, Scale 1 or 2 as well qualified and experienced graduate able to teach to 'A' level and to join a strong and well equipped department. Responsibility for a popular 'A' level subject. Ideal post for first appointment. Inner London and Social Priority Schools Allowance payable.
Application forms and further details from the Headteacher (s.a.e. please).
Closing date 23rd March 1984.
(60678)
134222

BEXLEY
BEXLEYHEATH TECHNICAL HIGH SCHOOL FOR BOYS
Hartford Road, Bexley, Kent DA5 1NE
Tel: Crayford 26528
Required for May 1984 for one term only in the first instance, a graduate teacher of BIOLOGY. This is a 4 F.E. selective school which is well established Biology courses in years 7 to 11 and the successful applicant will be expected to work with the specialist staff in these areas. The teaching of 'A' level Biology will be available. The ability to teach some Junior Chemistry would be an advantage.
Applications should be made by letter to the Headmaster giving a full account of qualifications and experience and enclosing the names of two referees.
Applications should be received by Friday, 23rd March. (57564)
134222

BEXLEY
LONDON BOROUGH
ST. COLUMBA'S R.C. BOYS' SCHOOL
Elliot Avenue, Bexleyheath, Kent DA7 4QX
Tel: Crayford 23926
Required for September 1984, or as soon as possible, enthusiastic and energetic teacher specialising in Physics to 'O' level. Ideal post for first appointment. Inner London and Social Priority Schools Allowance payable.
Reimbursement of removal expenses in approved cases.
Application forms from the Headteacher (s.a.e.). Returnable by 22nd March 1984.
(60678)
134222

CAMBRIDGESHIRE
HEATON WOODS
COMMUNITY SCHOOL
Bretton, Peterborough PE3 8YF
(11 - 18 Coeducational)
(Mixed Comprehensive 975
Acting Principal: Mr R.S. Hanson
(GROUP 11)
(Roll 1,400)
REQUIRED FOR SEPTEMBER 1984: Physical Science, Scale 1.
A well qualified, enthusiastic and experienced graduate to coordinate the Physical Science programme throughout the school. Courses are established to C.S.E. 'O' level and 'A' level and the successful applicant will be expected to fulfil age and ability range including Nuffield 'A' level Physics.
The Science Faculty is involved in developing and restructuring its curriculum and applicants are invited to advise their views on Science teaching developments. Possible housing assistance.
Application forms and further details are available from the Headteacher at the school (s.a.e. please) to whom they should be returned by Friday, 23rd March. (57564)
134222

CAMBRIDGESHIRE
HEATON WOODS
COMMUNITY SCHOOL
Bretton, Peterborough PE3 8YF
(11 - 18 Coeducational)
(Mixed Comprehensive 975
Acting Principal: Mr R.S. Hanson
(GROUP 11)
(Roll 1,400)
REQUIRED FOR SEPTEMBER 1984: Physical Science, Scale 1.
A well qualified, enthusiastic and experienced graduate to coordinate the Physical Science programme throughout the school. Courses are established to C.S.E. 'O' level and 'A' level and the successful applicant will be expected to fulfil age and ability range including Nuffield 'A' level Physics.
The Science Faculty is involved in developing and restructuring its curriculum and applicants are invited to advise their views on Science teaching developments. Possible housing assistance.
Application forms and further details are available from the Headteacher at the school (s.a.e. please) to whom they should be returned by Friday, 23rd March. (57564)
134222

HARROW
EDUCATION COMMITTEE
HARROW SIXTH FORM CENTRE
Lowlands Road,
Harrow HA1 3AT
Tel: 01-863 5633
Required for September 1984, a well qualified graduate teacher of Physics. There are two well equipped laboratories in the Physics Department adjacent to the Chemistry Department so an excellent opportunity for a suitably qualified teacher to expand further between advance and ability range as well as to teach across the full range, including a strong 'A' level element.
A scale two post could be available for a suitably qualified and well motivated graduate but college applications are most welcome to apply.
Application forms and further details from the Headteacher (s.a.e. please).
Closing date: 23rd March, 1984.
134222

HUMBERSIDE
COUNTY COUNCIL
HUMBER DEPARTMENT
DIVISION
HOLME HIGH SCHOOL
Goodby Avenue,
Bottesford, Nr. Scunthorpe, DN17 1RJ
Tel: J. Cooling, B.A...
Required from Easter or September 1984, an opportunity for an important part in the teaching of PHYSICS. This is an excellent opportunity for a graduate to teach at 'A' level and to join a strong and well equipped department. Assistance with removal expenses may be given. A Scale 2 post may be available for a suitably experienced candidate who can also take responsibility for Science in the teaching of Juniors.
Application forms and further details from the Headteacher (s.a.e. please).
Closing date 23rd March, 1984.
134222

HUMBERSIDE
COUNTY COUNCIL
HUMBER DEPARTMENT
DIVISION
HOLME HIGH SCHOOL
Goodby Avenue,
Bottesford, Nr. Scunthorpe, DN17 1RJ
Tel: J. Cooling, B.A...
Required from Easter or September 1984, an opportunity for an important part in the teaching of PHYSICS. This is an excellent opportunity for a graduate to teach at 'A' level and to join a strong and well equipped department. Assistance with removal expenses may be given. A Scale 2 post may be available for a suitably experienced candidate who can also take responsibility for Science in the teaching of Juniors.
Application forms and further details from the Headteacher (s.a.e. please).
Closing date 23rd March, 1984.
134222

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
SHENE SCHOOL
Ashley Road, East Sheen, London SW14 8RG
Scale 1
SCIENCE, SCALE 2
Required for Summer Term 1984 an experienced teacher of Science (Scale 2) with knowledge of Physics and/or Chemistry to 'O' level. Ability to teach Biology is likely to be a desirable qualification.
The School is a mixed 11 - 16 comprehensive school of 900 pupils situated on playing fields adjacent to Richmond Park.
Application forms available from the Headmaster, Mr. Stafford.
134222

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
SHENE SCHOOL
Ashley Road, East Sheen, London SW14 8RG
Scale 1
SCIENCE, SCALE 2
Required for Summer Term 1984 an experienced teacher of Science (Scale 2) with knowledge of Physics and/or Chemistry to 'O' level. Ability to teach Biology is likely to be a desirable qualification.
The School is a mixed 11 - 16 comprehensive school of 900 pupils situated on playing fields adjacent to Richmond Park.
Application forms available from the Headmaster, Mr. Stafford.
134222

BEXLEY
BEXLEYHEATH TECHNICAL HIGH SCHOOL FOR BOYS
Hartford Road, Bexley, Kent DA5 1NE
Tel: Crayford 26528
Required for May 1984 for one term only in the first instance, a graduate teacher of BIOLOGY. This is a 4 F.E. selective school which is well established Biology courses in years 7 to 11 and the successful applicant will be expected to work with the specialist staff in these areas. The teaching of 'A' level Biology will be available. The ability to teach some Junior Chemistry would be an advantage.
Applications should be made by letter to the Headmaster giving a full account of qualifications and experience and enclosing the names of two referees.
Applications should be received by Friday, 23rd March. (57564)
134222

SHROPSHIRE
EDUCATION COMMITTEE
JOHN HUNT SCHOOL
Gibbons Road, Trench, Telford TF2 7JR
11 - 16 mixed comprehensive. 1120 pupils
Required from the Summer Term teacher of Physics (Scale 1) to take responsibility for the subject within the Science Department.
Further details from the Headteacher (Miss Jones, B.A.) Tel: Telford 505942. (57579)
134220

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
MAYESBROOK COMPREHENSIVE SCHOOL
Cannington Road, Dagenham, RM8
(Roll 1260)
Required for September 1984 or as soon as possible. A Scale 1 teacher of Biology to teach at least two Sciences to examination level, preferably specialising in Physics to 'O' level. Ideal post for first appointment. Inner London and Social Priority Schools Allowance payable.
Reimbursement of removal expenses in approved cases.
Application forms from the Headteacher (s.a.e.). Returnable by 22nd March 1984.
(60678)
134222

BEDFORDSHIRE
NORTHERN AREA
QUAY UPPER SCHOOL AND COMMUNITY COLLEGE
Bagsvey Avenue, Bandy.
Bedfordshire MK41 7EA
Headmaster: Mr. Francombe
Tel: Bandy 270111
Co-educational Upper School and Community College
(Roll 1,400)
Required for September 1984, or soon as possible a well qualified Graduate Teacher of Physics. The post is well equipped laboratories available with the Physics Department actively developing its curriculum. This is an excellent opportunity for a suitably qualified teacher of expand further the Science provision. Technology as well as to teach Physics to 'A' level and with the 'A' level, is a strong desirable.
A scale two post could be available for a suitably experienced and well qualified candidate but college applications are most welcome to apply.
Application forms and further details from the Headmaster (s.a.e. please).
Previous applications received under consideration.
(60478)
134222

BEDFORDSHIRE
SOUTHERN AREA
CHANEY BOYS' HIGH SCHOOL
Stoneygate Road, Luton, Beds
Headmaster: S.M. Hamilton-Fox, M.A.
Required for April 1984, temporary (or one term) a teacher of Biology and Combined Science, Scale 1.
Applications are obtainable from and returnable to the Headmaster of the school. (s.a.e. please). (60648)
134222

BERKSHIRE
PILGRIM UPPER SCHOOL
Brickhill Drive, Bedford
Headmaster: Mr. R.J. Cornwell
Tel: Bedford 80613
13 - 18 Co-education Comprehensive School, number on roll: 1,525
Required for September 1984, a Teacher of Chemistry, Scale 1 or 2 as well qualified and experienced graduate able to teach to 'A' level and to join a strong and well equipped department. Responsibility for a popular 'A' level subject. Ideal post for first appointment. Inner London and Social Priority Schools Allowance payable.
Application forms and further details from the Headteacher (s.a.e. please).
Closing date 23rd March 1984.
(60678)
134222

CHESHIRE
EDUCATION COMMITTEE
HEATHFIELD HIGH
Box Lane, Congleton CW12 4NB
Tel: Congleton 3013/3153
11 - 18 Comprehensive: approx. 1,000 on roll
CHEMISTRY: SCALE 1
Graduate required for September 1984 with special interest in organic chemistry.
Application forms and further details available from the Headteacher. Closing date 23rd March 1984.
(60758)
134222

CHESHIRE
EDUCATION COMMITTEE
HEATHFIELD HIGH
Box Lane, Congleton CW12 4NB

CITY OF BIRMINGHAM EDUCATION DEPARTMENT

Technical and Vocational Education Initiative

The Birmingham Initiative is one of the fourteen pilot schemes which started in 1983. A strong team of staff operating in eight schools and one co-ordinated centrally is developing a distinctive programme for youngsters seeking a technical and vocational focus to their studies. The Birmingham initiative has attracted resources to support the full curriculum and thus there are exciting opportunities for teachers seeking to develop specialist expertise in co-ordination with those of other specialisms.

The initiative requires further staffing from 1st September, 1984 and experienced teachers are sought for posts attracting permanent status within the establishment of the City's teaching force. It is anticipated that suitable candidates will be offered posts up to Scale 3. Above all, we are seeking teachers with the energy, enterprise and adaptability to develop a fresh approach to the curriculum and manage resources accordingly.

We are seeking teachers for the following areas:

1. Craft Design and Technology.
2. Information Technology.
3. Applied Science/Electronics.
4. Business Studies/Commerce.
5. Home Economics, Catering and Caring Services.

The eight schools taking part in he scheme are in different parts of the City and include 11–16, 11–18 and 12–18 schools, some appointments may require movement between schools. Application forms and further particulars can be obtained from Room 311, Education Department, Margaret Street, Birmingham B3 3BU, enclosing a SAE. Telephone enquiries should be made to the Birmingham Centre for Education and Industry (021-771 4667). Completed application forms should be returned to the Education Department by 29th March, 1984.

(9265)

BIRMINGHAM CITY COUNCIL

LANCASTER ROYAL GRAMMAR SCHOOL
Voluntary Aided; 894 pupils including 264 in Sixth Form

BIOLOGY
ECONOMICS
MATHEMATICS
MODERN LANGUAGES

Scale 1 posts (or scale 2 for suitable applicants) in these subjects fall vacant in September 1984. Ability to help with extra-curricular activities such as sport (especially rugby and rowing), combined cadet force, Duke of Edinburgh's award scheme etc. an advantage.

Further details from, and applications with curriculum vitae and two referees to:

The Headmaster
Lancaster Royal Grammar School
East Road
Lancaster

NICED

The Northern Ireland Council for Educational Development wishes to second teachers to support initiatives in the following curricular areas:

Science for the Less-Able Pupil
The Local Environment as a Context for Science Teaching
Home Economics
Economics Education 14–16
Education for Mutual Understanding
Microelectronics in Primary Education
Microelectronics Curriculum Development

In addition, NICED wishes to second a teacher to act as Assistant Information Officer.

All applicants will need to have experience and expertise in the specific curricular area designated and be willing to contribute to curriculum debate at a wide level and to work as a member of a team of support teachers.

Application forms and information about any of the above positions are available from Mr N. Redmond, NICED, Department of Education, Rathgael House, Balloo Road, Bangor, Co Down BT19 2PR. Closing date for receipt of completed applications is 21st March, 1984.

(9293)

SECONDARY SCIENCE
continued

WARWICKSHIRE

CAMPION SCHOOL
Sydenham Drive,
Leamington CV31 1QH
(mixed comprehensive, 1,000 on roll)

Required for one year from 1st September, 1984 a teacher of Physics. Ability to teach C.S.E. and 'O' level courses is important. An interest in micro-electronics and computing would be an advantage.

Application form and further details available from the Head at the school (enclose s.a.e.). (37353) 134829

Speech and Drama

Scale 2 Posts and above

CAMBRIDGESHIRE

THE NETHERHALL SCHOOL
Required for September in this 11–16 co-educational comprehensive school (439 pupils including 'A' level Sixth Form of 200) an enthusiastic and well-qualified teacher to take charge of DRAMA (Scale 2) for 3 years and to develop examination courses in the school. Some English teaching will be integrated in the first instance.

Apply by letter with full c.v. and names and addresses of two referees to the Headmaster, Queen Edith's Way, Cambridge CB1 4NN. Particulars are available. (Enclose s.a.e.) (64742) 135220

Scale 1 Posts

SHROPSHIRE
EDUCATION COMMITTEE

CHURCH STRETTON SCHOOL
Church Stretton
Shropshire SY6 6EX

Scale 1 temporary teacher of Drama as from September 1984 for one year.

Application forms and further details from the Head (SAE). (9065) 135222

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER

REQUIRED FOR APRIL
CHINGFORD MANOR HIGH SCHOOL
Highworth St., London E10
Head: Miss A. Doran

TEACHER (1 TERM) OF DRAMA required to help complete this 11–16 mixed comprehensive school for its first 4 years (450 on roll).

Application forms and further details available on receipt of s.a.e. from the Head Teacher.
Ref. No. P84/986. (67060) 135224

SHROPSHIRE
EDUCATION COMMITTEE

CHURCH STRETTON SCHOOL
Church Stretton
Shropshire SY6 6EX

Scale 2 temporary teacher of Drama as from September 1984 for one year.

Application forms and further details from the Head (SAE). (9065) 135222

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA
KEMPSTON MIDDLE SCHOOL AND COMMUNITY COLLEGE
Required for September 1984, or before, a well qualified Graduate Teacher of Science under Secondary Regulations, Scale 1 or Scale 2. (64431) 135338

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DOWNS SCHOOL
Green Street Green Road, Dartford DA1 1QE
Roll 1750 (Mixed). Wide Ability
HEAD OF FACULTY OF LANGUAGE AND COMMUNICATION
(SENIOR TEACHER SCALE)
Due to promotion of present holder, required from April or as soon as possible thereafter a well qualified and experienced graduate to take charge of a faculty which involves leadership of English, Drama, Modern Language and Remedial Departments.
Applications are sought as possible to the Headmaster with full curriculum vitae, s.a.e. and names and addresses of two referees. Further details available from school. (s.a.e.).
Re-advertisement - previous applications will receive equal consideration. (67094) 135618

Scale 2 Posts and above

BRENT
LONDON BOROUGH OF BRENT
SOUTH KILBURN COMMUNITY SCHOOL
Stanford Avenue, NW2 5QP
(Roll: 320. 11 - 18 and 35 adult students. Social Priority School)
Applications are invited from experienced TEACHERS who believe they can make a significant contribution to the further development of our Community School. A scale 4 post is available for a suitable applicant. We expect that the successful candidate will be able to teach both in the main school and in the adult classes. An ability to teach Commerce and Typing would be desirable.
Previous applicants will be considered.
London Allowance of £987 pa. Relocation expenses payable. Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head. Completed forms should be returned within 10 days. (60193) 135620

BRENT
LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
CHRISTCHURCH C.E. (VOLUNTARY AIDED) SCHOOL
TEACHER (Scale 2) required to complete a team of seven teaching in Intermediate Department and based on Children's Resources Centre at Dollis Hill. NW2 6HX. Centre integrates services including I.T. - resident component and community element.
Applications are invited from qualified experienced teachers committed to the identification, development of alternatives to conventional curriculum care.
Informal enquiries to Jim Stirling and Sandra Brains (Tel: 01-459 3635).
Application forms (sae) from Miss E. Bourne, The Rectory, Rectory Park Lane, Wembley, Middx. HA9 7RW returnable within 10 days.
London Allowance of £987 pa. Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to Multi-Cultural Education. (64488)

EAST SUSSEX
ST RICHARD'S RC SCHOOL
Ashdown Road, Bexhill-on-Sea TN40 2HE
Comprehensive mixed, 11–16, Roll 650
Required from September 1st: Head of Needlework with ample opportunities in textiles and design (Scale 2), the school has an established course on Child Development and Parenthood for 4th and 5th Year pupils.
Relocation grants available in approved cases.
Apply in writing to the Headmaster enclosing two references and s.a.e. Please give names and addresses of referees.
Closing date 16th March. (60775) 135628

NEWHAM
LONDON BOROUGH OF NEWHAM
MULTI-CULTURAL SERVICE
OUTREACH TEACHER Scale 2
Required September 1984 a secondary teacher is required to work with schools and parents. Ideally, flexible commitment is required but preferably based in Children's Resources Centre. Will be responsible for the needs of minority groups (especially Afro-Caribbean) and would be Asian linguistic.
London Allowance £987.
Application forms (further particulars available from the Director of Education, Town Hall, Stratford, London E15 4NG) returnable within 10 days. (64748) 135618

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDILOES HIGH SCHOOL
HEAD OF ART DEPARTMENT required for September, 1984. Scale 2 for suitably qualified and experienced teacher. (Ref. 7981).
Application forms and further particulars obtainable from the Headmaster, Llandiloes High School, Llandiloes, Powys SY18 6QN. Completed forms should be returned by 30th March, 1984. (60617) 135618

Scale 2 Posts and above

BRENT
LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
CHRISTCHURCH C.E. (VOLUNTARY AIDED) SCHOOL
TEACHER (Scale 2) required to complete a team of seven teaching in Intermediate Department and based on Children's Resources Centre at Dollis Hill, NW2 6HX. Centre integrates services including I.T. - resident component and community element.
Applications are invited from qualified experienced teachers committed to the identification, development of alternatives to conventional curriculum care.
Informal enquiries to Jim Stirling and Sandra Brains (Tel: 01-459 3635).
Application forms (sae) from Miss E. Bourne, The Rectory, Rectory Park Lane, Wembley, Middx. HA9 7RW returnable within 10 days.
London Allowance of £987 pa. Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to Multi-Cultural Education. (64488)

Technology

Scale 2 Posts and above

DUDLEY
METROPOLITAN BOROUGH

THE MONS HILL SCHOOL
Mons Hill, Wrens Nest Road, Dudley, West Midlands.
(11 - 16 mixed comp)
Group 8

TEACHER of TECHNOLOGY (Scale 2) to work with a team of colleagues to develop a programme of technology courses to be introduced to School.

Application forms/further particulars from Headmaster (Dudley 54211). 135530

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA
KEMPSTON MIDDLE SCHOOL AND COMMUNITY COLLEGE
Required for September 1984, or before, a well qualified Graduate Teacher of Technology under Secondary Regulations, Scale 1 or Scale 2. (64431) 135338

Other than by Subject Classification

Heads of Department

HAMPSHIRE
ROMSEY TOWN SCHOOL
Romsey, Hants. SO51 8ZL
(Comprehensive mixed 11–18, 1,450 on roll)
Required September 1984 or January 1985 a Head of Computer Studies (Scale 3/4). The post is to establish a new department that will offer courses at both 'A' and 'O' level as well as other courses in computer awareness, studies and uses. Worcester Sixth Form College opens in September 1984 on the site of Worcester Technical College and will initially cater for Sixth Form students from the City Upper Schools as well as Sixth Form students.

Further details and application forms can be obtained from the Headmaster on receipt of a foolscap S.A.E. (64218) 140018

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
HOLGATE SIXTH FORM COLLEGE
West Common Lane, Scunthorpe
Principal: K.L.B. Constable
Roll: 600
REQUIRE: DEPARTMENT OF PHYSICS (Scale 4) required September, 1984.
An experienced, well-qualified and enthusiastic person with proven successful teaching experience required to lead a team which prepares students for 'A' level examinations at 'O' level examinations and practical work in the College.
Initially all appointments are offered at Scale 3. Good opportunity for further promotion. The Day Release FDCE may apply; if approved such applicants would start on Scale 4.
Governors wish to appoint a teacher who will not only promote the academic tradition of the College, but also be willing and able to make an active contribution to its Christian life.
Application forms from and further details obtainable by returning s.a.e. by 23rd March 1984.
Applications should be accompanied by two educational references.
Please quote reference number 140018 on application form and envelope. (64778) 140018

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
HOLGATE SIXTH FORM COLLEGE
West Common Lane, Scunthorpe
Principal: K.L.B. Constable
Roll: 600
REQUIRE: DEPARTMENT OF PHYSICS (Scale 4) required September, 1984.
An experienced, well-qualified and enthusiastic person with proven successful teaching experience required to lead a team which prepares students for 'A' level examinations at 'O' level examinations and practical work in the College.
Initially all appointments are offered at Scale 3. Good opportunity for further promotion. The Day Release FDCE may apply; if approved such applicants would start on Scale 4.
Governors wish to appoint a teacher who will not only promote the academic tradition of the College, but also be willing and able to make an active contribution to its Christian life.
Application forms from and further details obtainable by returning s.a.e. by 23rd March 1984.
Applications should be accompanied by two educational references.
Please quote reference number 140018 on application form and envelope. (64778) 140018

BURY
METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
HEAD OF ART, CRAFT AND ELECTRONICS (Scale 4)
Required by Local Sixth Form College, Parliament Street, Bury BL9 0DE for 1st September 1984.
Candidates should be able to teach subjects to 'A' level and to participate in the development of 'A'/'S'/'O'/'I'. at the College in 1985.
Application forms and further details obtainable from and returnable to the Principal at the College (S.A.E.). Tel: 061-764 6911.
Closing date Wednesday 28th March 1984. (54090) 140018

CAMBRIDGESHIRE
HILLS ROAD SIXTH FORM COLLEGE
Required for September, good honours graduate as HEAD OF PHYSICS (Scale 4) in this strongly academic college, to teach at level (both 'A' and Traditional), 'S' and 'O' levels.
Experience in teaching electronics would be welcome.
Further particulars and application forms from the Principal: Hills Road, Cambridge CB2 2QB (SAE please). (64748) 140018

HEREFORD AND WORCESTER
COUNTY COUNCIL

WORCESTER SIXTH FORM COLLEGE
Spetchley Road, Worcester

Required for September, 1984 a Head of Computer Studies (Scale 3/4). The post is to establish a new department that will offer courses at both 'A' and 'O' level as well as other courses in computer awareness, studies and uses. Worcester Sixth Form College opens in September, 1984 on the site of Worcester Technical College and will initially cater for Sixth Form students from the City Upper Schools as well as Sixth Form students.

Further details and application forms can be obtained from the Head on receipt of a foolscap S.A.E. (64218) 140018

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably experienced teachers for the following post:-

FOREST FIELDS SIXTH FORM COLLEGE
Carlton Road, Nottingham NG5 1FP

Principal: K.G. Buxton, B.Sc.

Mixed: 400 (16 - 19)

For September, enthusiastic graduate in CHEMISTRY (SCALE 3) required to redevelop a programme of C.P.V.E. and workshop practice.

Application forms available (s.a.e.) from the Principal at the College. (60498) 140018

Scale 2 Posts and above

BURY
METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
HEAD OF MUSIC - SCALE 3

JOSEPH CHAMBERLAIN COLLEGE
Highgore B12 9DS

Tel: 021-440 4288

Required for Easter 1984. A Head of Music is required to establish the teaching of the subject to 'A' level and set up a wide range of practical courses. Music is expected to play a major role in the College's developing programme, providing options for beginners and those with experience. A development of Asian and Afro-Caribbean music is seen as essential in a College that has students from a variety of backgrounds, and candidates should be prepared to develop strong links with local communities. Closing date 30.3.84.

Application forms and further particulars available from the Principal enclosing S.A.E. (60018) 140018

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
HOLGATE SIXTH FORM COLLEGE
West Common Lane, Scunthorpe
Principal: K.L.B. Constable
Roll: 600
REQUIRE: DEPARTMENT OF PHYSICS (Scale 4) required September, 1984.
An experienced, well-qualified and enthusiastic person with proven successful teaching experience required to lead a team which prepares students for Cambridge 'A' level and 'S' level examinations at 'O' level examinations and practical work in the College.
Initially all appointments are offered at Scale 3. Good opportunity for further promotion. The Day Release FDCE may apply; if approved such applicants would start on Scale 4.
Governors wish to appoint a teacher who will not only promote the academic tradition of the College, but also be willing and able to make an active contribution to its Christian life.
Application forms from and further details obtainable by returning s.a.e. by 23rd March 1984.
Applications should be accompanied by two educational references.
Please quote reference number 140018 on application form and envelope. (64778) 140018

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably experienced teachers for the following post:-

FOREST FIELDS SIXTH FORM COLLEGE
Carlton Road, Nottingham NG5 1FP

Principal: K.G. Buxton, B.Sc.

Mixed: 400 (16 - 19)

For September, enthusiastic graduate in CHEMISTRY (SCALE 3) required to redevelop a programme of C.P.V.E. and workshop practice.

Application forms available (s.a.e.) from the Principal at the College. (60498) 140018

Sixth Form and Tertiary Colleges

Heads of Department

BIRMINGHAM
EDUCATION DEPARTMENT

HEAD OF MUSIC - SCALE 3

JOSEPH CHAMBERLAIN COLLEGE
Highgore B12 9DS

Tel: 021-440 4288

Required for Easter 1984. A Head of Music is required to establish the teaching of the subject to 'A' level and set up a wide range of practical courses. Music is expected to play a major role in the College's developing programme, providing options for beginners and those with experience. A development of Asian and Afro-Caribbean music is seen as essential in a College that has students from a variety of backgrounds, and candidates should be prepared to develop strong links with local communities. Closing date 30.3.84.

Application forms and further particulars available from the Principal enclosing S.A.E. (60018) 140018

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WINTRINGHAM SIXTH FORM COLLEGE
Weelsby Road, Grimsby
Principal: K.L.B. Constable
Roll: 600
REQUIRE: DEPARTMENT OF PHYSICS (Scale 4) required September, 1984.
An experienced, well-qualified and enthusiastic person with proven successful teaching experience required to lead a team which prepares students for Cambridge 'A' level and 'S' level examinations at 'O' level examinations and practical work in the College.
Initially all appointments are offered at Scale 3. Good opportunity for further promotion. The Day Release FDCE may apply; if approved such applicants would start on Scale 4.
Governors wish to appoint a teacher who will not only promote the academic tradition of the College, but also be willing and able to make an active contribution to its Christian life.
Application forms from and further details obtainable by returning s.a.e. by 23rd March 1984.
Applications should be accompanied by two educational references.
Please quote reference number 140018 on application form and envelope. (64778) 140018

BURY
METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
HEAD OF ART, CRAFT AND ELECTRONICS (Scale 4)
Required by Local Sixth Form College, Parliament Street, Bury BL9 0DE for 1st September 1984.
Candidates should be able to teach subjects to 'A' level and to participate in the development of 'A'/'S'/'O'/'I'. at the College in 1985.
Application forms and further details obtainable from and returnable to the Principal at the College (S.A.E.). Tel: 061-764 6911.
Closing date Wednesday 28th March 1984. (54090) 140018

HURTWOOD HOUSE

Hurtwood House is a private boarding 6th Form College preparing English and Overseas students for G.C.E. O and A levels.

Due to expansion, the following positions have been created. They can be residential or non-residential but all demand a high degree of dedication to school life.

Above average salary for above average commitment.

1. Mathematics teacher fully conversant with modern algebraic topics to A and S level and equally interested teaching at O level and pre-O level standard.
2. Teacher of Economics and Commerce. Initially responsible for O level and Lower Sixth material but would be expected eventually to take over considerable responsibility for the Department at all levels. Young Graduates preferred. Specialist Economics knowledge essential.
3. Young Graduate required to teach such subjects as Law, Commerce, Politics and Economics at O level.

Apply in writing to:

The Headmaster
Hurtwood House Independent College of Further Education
Holmbury St Mary
Dorking, Surrey RH5 6NU

(9183)

MANCHESTER
CITY OF MANCHESTER EDUCATION COMMITTEE
Graduates to teach both Economics and Business Studies to College Examination) Scale 1
Required at Xaverian College for September, 1984.
Xaverian College is a Roman Catholic, access, Voluntary Aided, mixed Sixth Form College of 1,000 students.
To teach O and A level as well as appropriate courses to non-examination students.
Application forms and details - further particulars - from the Principal, Xaverian College, Lower Park Road, Manchester M14 5RB Tel: 061-224 2992.
An Equal Opportunity Employer. (64452) 140022

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
TYNEMOUTH COLLEGE
Queen Alexandra Road West, Monkseaton NE25 9BZ
(Roll 600)
Principal: Mr. D.R. Brenchley, M.A.
Required for 1st September 1984:
Scale 1 TEACHER of SOCIOLOGY to 'A' level and another subject area 'A' Level.
Application forms are available on receipt of a s.a.e. from the Principal, stating which post they should be returned within 14 days of the appearance of this advertisement. (60811) 140022

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Canons Park Avenue, Harrow (on the Hill) Middlesex
Tel: 01-428 8084
Well qualified and experienced teachers of CHEMISTRY, ECONOMICS, HOME ECONOMICS are required for September 1984 for this Catholic Sixth Form College. Teaching covers the full range of O and level courses up to 'A' level including Oxbridge. Those appointed will be expected to make a contribution to the use of computers in teaching. Applications from candidates who will be able to participate in the development of 'A'/S'/I'. at the College in 1985.
Scale 1 post available to a new entrant to the profession.
Application forms and further details obtainable from and returnable to the Principal at the College (S.A.E. please). Closing date Monday 26th March 1984. (64511) 140020

HERTFORDSHIRE
WATLING VIEW ESN(S)
Watling View, St. Albans, Herts.
HEAD TEACHER
required for September, Group 5(s) for this mixed day school for ESN(S) pupils aged 2 and 16.
Applicants, who must be experienced teachers, should have an advanced diploma in special education should write for further particulars and application form to the Divisional Education Officer, Divisional Education Office, Civic Centre, St. Albans AL1 3JZ, enclosing s.a.e. Closing date 23rd March 1984. (67140) 140022

LONDON
SIR WINSTON CHURCHILL SCHOOLS FOR THE DEAF
10/14 Charterhouse Square, Woodford, London E18 2QZ
Applications are invited for the post of PRINCIPAL from 1st September 1984 on the retirement of the present principal. One of the leading oral schools for the deaf, Sir Winston Churchill School provides for 3 and 4 year olds. Approximately half the pupils are weekly boarders; the remainder live locally.
Salary for Head Teachers' Burnham Scale plus London Allowance £2245 plus boarding allowance (£885 per term) if applicable.
Closing date for receipt of applications 20th March 1984. (60752) 140010

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
GREEN PARK SPECIAL SCHOOL
HEAD TEACHER (GROUP 6S)
Applications are invited for this special school catering for pupils aged 5 - 19 years from suitably qualified teachers with senior management experience in severe learning difficulty and multiple handicap. Applicants must display experience in the teaching of teenage mentally handicapped pupils, a thorough knowledge of curriculum development in schools for the severely handicapped and experience of developing links with the community. This appointment, from September, 1984, requires breadth of experience across the range of severely mentally handicapped, enthusiastic commitment and a willingness to undertake new forms of practice.
Application forms and further details are available from the Director of Education, Education Department, Civic Centre, Wolverhampton (WV1 1RR, to whom completed forms should be returned, within 14 days of this advertisement. (SAE please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes and registered disabled people. Applications from registered disabled people are particularly encouraged. (60148) 140010

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
HOLLYGARTH DAY SCHOOL (E.S.N.(S)
HEADTEACHER Group 4 (s)
£11,448 - £13,638
Applicants should be suitably qualified and experienced.
Required for September 1984.
Further details and application forms available (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 3 South Street, Wakefield to be returned within 14 days of the date of this advertisement. (60580) 160010

Deputy Headships
Second Masters/ Mistresses

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
CAPLE SCHOOL
Gascoigne Road, Dagenham, Essex
Tel: 01-592 2738
Required for September 1984:
A Deputy Headmaster at this Group 5(S) day school providing places for 160 children (age range 5 - 16) with moderate and severe learning difficulties. Assistant teaching staff and initiate curricular development would be an added asset.
Is the possession of Advanced Skills.
Salary: Deputy Head Scale, Group 5(S) £11,328 - £13,338 per annum (inner London allowance £885 per annum) payable.
Reimbursement of removal expenses in approved cases.
Application forms and further details available from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Closing date: 22nd March 1984. (60677) 160019

GLOUCESTERSHIRE
ALDERMAN KNIGHT SCHOOL
Ashchurch Road, Tewkesbury, Glos.
Senior Master/Mistress
Suitably qualified and experienced teacher required to from September, 1984 for this 11–16 co-ed comprehensive school for all ages pupils with mixed abilities. Responsibilities will be mainly in the middle/junior school.
Scale 3a.
Forms and further details from the Head Teacher (enclose SAE). (60482) 160019

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HARTSHEAD MOOR SCHOOL AND CENTRE
Halifax Road, Cleckheaton BD19 5LA
(REF. 488)
Applications are invited from suitably experienced teachers and youth leaders for the post of the GROUP 4(S) school which caters for ESN(M) children and young adults within the age range 5 to 16 years. The appointment will be required from September, 1984.
Application forms and further particulars (s.a.e.) should be obtained from the Director of Educational Services (Ref. 488), Higher Hopton, Mirfield, West Yorkshire WF14 8EW, to whom completed forms should be returned, within 14 days of the appearance of this advertisement. (SAE please).
Kirklees is an equal opportunity employer and welcomes applications irrespective of sex, race, marital status or disability. (67391) 160019

LIVERPOOL
EDUCATION COMMITTEE
DEPUTY HEAD TEACHER GROUP 4(S)

WREATHILL SCHOOL
Naylorsfield Drive, Liverpool L27 6YD

Applications are invited from suitably experienced and well qualified teachers for this school catering for 50 pupils with emotional and behavioural problems.
Further details and application forms available from the Director of Education, Education Section, 14 Sir Thomas Street, Liverpool L1 6BJ by 23rd March.
The City Council is an equal opportunities employer and welcomes applications irrespective of sex, race, marital status or disability. (67391) 160019

LONDON BOROUGH OF MERTON EDUCATION COMMITTEE

St. Ann's School, Bordesley Road, Morden, Surrey.
Age range 5–9 years
No. on Roll 85
London Allowance £987 plus S.S.A.
Closing date 21st March 1984

Required September 1984

HEAD TEACHER

(Group 6S) for this ESN(S) school.

The school has a nursery unit and a bridge unit for the 16–19 year age group. Previous applicants need not re-apply.

Legal expenses and assistance towards removal expenses will be considered in approved cases.

Application forms and further particulars of the post are available from the Director of Education, Education Department, Station House, London Road, Morden, Surrey.

Please enclose a stamped addressed envelope.

YORK
SOUTH EAST ESSEX SIXTH FORM COLLEGE
Victoria Chase, Southchurch, Southend
(1,000 plus Open Access)
Tel: South Essex (0702) 437457
Required:
TUTOR IN CHEMISTRY, September, 1984: Graduate to teach Chemistry to 'A' and 'O' level. Ability to teach Mathematics from and 'O' level. Reference to the Principal (Ref. 84/21) if completed s.a.e. (60227) 140022

HAMPSHIRE
FARNBOROUGH (SIXTH FORM) COLLEGE
Prospect Avenue, Farnborough, Hampshire
Comprehensive Mixed 16 - 19
(1,010 in September 1984. Increase to 1,200 plus Open Access)
Required for September 1984.
Scale 3 TEACHER of CHEMISTRY, Ability to teach Mathematics from and 'O' level courses up to 'A' level including Oxbridge. Those appointed will be expected to make a contribution to the use of computers in teaching. Applications should be prepared to develop strong links with local communities. Closing date 30.3.84.
Application forms and further particulars obtainable from the Principal enclosing s.a.e. (60018) 140018

HAMPSHIRE
FARNBOROUGH (SIXTH FORM) COLLEGE
Prospect Avenue, Farnborough, Hampshire
Comprehensive Mixed 16 - 19
(1,010 in September 1984. Increase to 1,200 plus Open Access)
Required for September 1984.
Scale 3 TEACHER of CHEMISTRY, Ability to teach Mathematics from and 'O' level courses up to 'A' level including Oxbridge. Those appointed will be expected to make a contribution to the use of computers in teaching. Applications should be prepared to develop strong links with local communities. Closing date 30.3.84.
Application forms and further particulars obtainable from the Principal enclosing s.a.e. (60018) 140018

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WINTRINGHAM SIXTH FORM COLLEGE
Weelsby Road, Grimsby
Principal: K.L.B. Constable
Roll: 600
REQUIRE: DEPARTMENT OF PHYSICS (Scale 4) required September, 1984.
An experienced, well-qualified and enthusiastic person with proven successful teaching experience required to lead a team which prepares students for Cambridge 'A' level and 'S' level examinations at 'O' level examinations and practical work in the College.
Initially all appointments are offered at Scale 3. Good opportunity for further promotion. The Day Release FDCE may apply; if approved such applicants would start on Scale 4.
Governors wish to appoint a teacher who will not only promote the academic tradition of the College, but also be willing and able to make an active contribution to its Christian life.
Application forms from and further details obtainable by returning s.a.e. by 23rd March 1984.
Applications should be accompanied by two educational references.
Please quote reference number 140018 on application form and envelope. (64778) 140018

Special Education

Headships

DORSET
WINCHELSEA SCHOOL
Guernsey Road, Parkstone, Poole
MIXED DAY SPECIAL SCHOOL (5 - 16 AGE RANGE, 130 on roll)
Required September 1984 HEAD TEACHER, Group 5(S) school for children with moderate learning difficulties.
Application forms for further details (from the Staff Inspector, Eastern Area Education Office, Portcullis House, Richmond Hill, Bournemouth) on receipt of s.a.e. (Closing date 26th March 1984). (67338) 160010

HERTFORDSHIRE
WATLING VIEW ESN(S)
Watling View, St. Albans, Herts.
HEAD TEACHER
required for September, Group 5(s) for this mixed day school for ESN(S) pupils aged 2 and 16.
Applicants, who must be experienced teachers, should have an advanced diploma in special education should write for further particulars and application form to the Divisional Education Officer, Divisional Education Office, Civic Centre, St. Albans AL1 3JZ, enclosing s.a.e. Closing date 23rd March 1984. (67140) 140022

LONDON
SIR WINSTON CHURCHILL SCHOOLS FOR THE DEAF
10/14 Charterhouse Square, Woodford, London E18 2QZ
Applications are invited for the post of PRINCIPAL from 1st September 1984 on the retirement of the present principal. One of the leading oral schools for the deaf, Sir Winston Churchill School provides for 3 and 4 year olds. Approximately half the pupils are weekly boarders; the remainder live locally.
Salary for Head Teachers' Burnham Scale plus London Allowance £2245 plus boarding allowance (£885 per term) if applicable.
Closing date for receipt of applications 20th March 1984. (60752) 140010

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
GREEN PARK SPECIAL SCHOOL
HEAD TEACHER (GROUP 6S)
Applications are invited for this special school catering for pupils aged 5 - 19 years from suitably qualified teachers with senior management experience in severe learning difficulty and multiple handicap. Applicants must display experience in the teaching of teenage mentally handicapped pupils, a thorough knowledge of curriculum development in schools for the severely handicapped and experience of developing links with the community. This appointment, from September, 1984, requires breadth of experience across the range of severely mentally handicapped, enthusiastic commitment and a willingness to undertake new forms of practice.
Application forms and further details are available from the Director of Education, Education Department, Civic Centre, Wolverhampton (WV1 1RR, to whom completed forms should be returned, within 14 days of the appearance of this advertisement. (SAE please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes and registered disabled people. Applications from registered disabled people are particularly encouraged. (60148) 140010

MANCHESTER
CITY OF MANCHESTER EDUCATION COMMITTEE
Graduates to teach both Economics and Business Studies to College Examination) Scale 1
Required at Xaverian College for September, 1984.
Xaverian College is a Roman Catholic, access, Voluntary Aided, mixed Sixth Form College of 1,000 students.
To teach O and A level as well as appropriate courses to non-examination students.
Application forms and details - further particulars - from the Principal, Xaverian College, Lower Park Road, Manchester M14 5RB Tel: 061-224 2992.
An Equal Opportunity Employer. (64452) 140022

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
TYNEMOUTH COLLEGE
Queen Alexandra Road West, Monkseaton NE25 9BZ
(Roll 600)
Principal: Mr. D.R. Brenchley, M.A.
Required for 1st September 1984:
Scale 1 TEACHER of SOCIOLOGY to 'A' level and another subject area 'A' Level.
Application forms are available on receipt of a s.a.e. from the Principal, stating which post they should be returned within 14 days of the appearance of this advertisement. (60811) 140022

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
HOLLYGARTH DAY SCHOOL (E.S.N.(S)
HEADTEACHER Group 4 (s)
£11,448 - £13,638
Applicants should be suitably qualified and experienced.
Required for September 1984.
Further details and application forms available (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 3 South Street, Wakefield to be returned within 14 days of the date of this advertisement. (60580) 160010

Deputy Headships
Second Masters/ Mistresses

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
CAPLE SCHOOL
Gascoigne Road, Dagenham, Essex
Tel: 01-592 2738
Required for September 1984:
A Deputy Headmaster at this Group 5(S) day school providing places for 160 children (age range 5 - 16) with moderate and severe learning difficulties. Assistant teaching staff and initiate curricular development would be an added asset.
Is the possession of Advanced Skills.
Salary: Deputy Head Scale, Group 5(S) £11,328 - £13,338 per annum (inner London allowance £885 per annum) payable.
Reimbursement of removal expenses in approved cases.
Application forms and further details available from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Closing date: 22nd March 1984. (60677) 160019

GLOUCESTERSHIRE
ALDERMAN KNIGHT SCHOOL
Ashchurch Road, Tewkesbury, Glos.
Senior Master/Mistress
Suitably qualified and experienced teacher required to from September, 1984 for this 11–16 co-ed comprehensive school for all ages pupils with mixed abilities. Responsibilities will be mainly in the middle/junior school.
Scale 3a.
Forms and further details from the Head Teacher (enclose SAE). (60482) 160019

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HARTSHEAD MOOR SCHOOL AND CENTRE
Halifax Road, Cleckheaton BD19 5LA
(REF. 488)
Applications are invited from suitably experienced teachers and youth leaders for the post of the GROUP 4(S) school which caters for ESN(M) children and young adults within the age range 5 to 16 years. The appointment will be required from September, 1984.
Application forms and further particulars (s.a.e.) should be obtained from the Director of Educational Services (Ref. 488), Higher Hopton, Mirfield, West Yorkshire WF14 8EW, to whom completed forms should be returned, within 14 days of the appearance of this advertisement. (SAE please).
Kirklees is an equal opportunity employer and welcomes applications irrespective of sex, race, marital status or disability. (67391) 160019

LIVERPOOL
EDUCATION COMMITTEE
DEPUTY HEAD TEACHER GROUP 4(S)

WREATHILL SCHOOL
Naylorsfield Drive, Liverpool L27 6YD

Applications are invited from suitably experienced and well qualified teachers for this school catering for 50 pupils with emotional and behavioural problems.
Further details and application forms available from the Director of Education, Education Section, 14 Sir Thomas Street, Liverpool L1 6BJ by 23rd March.
The City Council is an equal opportunities employer and welcomes applications irrespective of sex, race, marital status or disability. (67391) 160019

BUCKINGHAMSHIRE
COUNTY COUNCIL
BEACONSFIELD/CHILTERN AREA
STONY DEAN SCHOOL ESN (M)
Orchard End Avenue, White Hill Road, Amersham
Head: P.G. Newsholme

SPECIAL EDUCATION
continued

CAMBRIDGESHIRE

LITTLETON HOUSE RESIDENTIAL (E.S.N.) SCHOOL
Girton, Cambridge
Boys 11 - 17 years
Required for September 1984 Teacher with experience in the use of computers as a tool in learning and communication skills is needed from 1st May 1984 for this all-age school for physically handicapped children.
The successful candidate would be expected to offer additional responsibility of Resource Management (AVA and Computer), Health Education/Music/Drama.
Further advantage - Swimming.
The successful candidate is expected to participate in Residential duties averaging 11 hours per week. Additional payment of £1,962.
Telephone enquiries and hospitality welcome.
Application forms and particulars at above address.
Mr. D. Gee, Girton, Tel: Cambridge 276181. (6474)
160020

GLOUCESTERSHIRE

AREA ADVISORY TEACHER SPECIAL EDUCATIONAL NEEDS
Required for September 1984, an experienced teacher to join the Special Educational Needs Advisory/Support Service as Area Advisory Teacher working in the North Cotswold and Newent areas. The possession of an appropriate degree and/or advanced diploma essential. Burnham Scale 3.
Forms and further details from the Chief Education Officer, Shire Hall, Gloucester (Edicloss 6431 ext. 3). Permanent previous applicants need not reapply. (6045)
160020

HAMPSHIRE

GORDON HOUSE EXTENDED EDUCATION UNIT
Gordon Road, Winchester.
A teacher-in-charge. Scale 3. required 1st September 1984 for this unit which will open in November providing facilities for up to 8 students with special educational needs aged 16 to 19 years.
Application forms and further details are available from the Area Education Officer, Southgate House, St. Swithun's Street, Winchester, on receipt of a foolscap stamped addressed envelope.
Closing date for receipt of completed application forms 26th March 1984. (5779)
160020

HARINGEY

Progress with Humanity

THE VALE P.H. SCHOOL
Vale Road, London N4 1PG
Tel: 01-800 4725
COMPUTER - SCALE 2(6)
POST
A teacher with experience in the use of computers as a tool in learning and communication skills is needed from 1st May 1984 for this all-age school for physically handicapped children.
The successful candidate would be expected to offer additional responsibility for Computer Studies.
Ideally should have Primary experience.
London Allowance (£987) payable.
Car/essential user allowed.
100% allowed in approved cases.
Forms of application (s.a.e.) available from the Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green, London N22 4TY. Closing date 22nd March 1984.
Haringey is an equal opportunity employer. (6084)
160020

HARROW

EDUCATION COMMITTEE
PSYCHOLOGICAL SERVICE
80 Dayan Road, Harrow, Middlesex
Tel: 01-863 6311 ext. 3
Experienced teacher required from September for (a) a new unit of up to 24 places (8 per group) aged 13 to 16 years, with special emphasis on needs related to Whitmore High School pupils, (b) pupils who are potentially of at least average intelligence who have learning difficulties and may have slight physical handicaps, or may be emotionally immature. Ability to plan appropriate educational programmes covering literacy and numeracy essential. The teacher will exercise responsibility, in collaboration with the Headteacher and other staff, for the day to day integration of these pupils within the school. Scale 2.
Application forms from and to be returned to Principal Educational Psychologist by 26th March 1984. Please enclose stamped addressed envelope.
HARROW COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER
(6474)
160020

HAVERING

LONDON BOROUGH OF HAVERING
CORBETTS TEY SCHOOL
Harwood Hall Lane,
Upminster, RM14 3YQ
(Rail 143 Miles)
Tel: Upminster 25488
Headteacher: A.J. Eades, B.Phil.
Scale 2 Teacher required for April 1984 or soon as possible. Initially for the remaining class in this all age day school for pupils with moderate learning difficulties. Responsibilities for assessment and review of pupils in the class and parental and community liaison desirable. Should have a full and candid knowledge of, or a willingness to learn, Makaton sign-ing is important.
Special school experience and qualification desirable.
Application forms available (s.a.e. please) from the Director of Education, Room 202, Services (Ref: Staffing/DES), Town Hall, Mercury Gardens, Romford RM1 3QT.
Closing date: Friday 16th March, 1984. (6047)
160020

HEREFORD AND WORCESTER

COUNTY COUNCIL

RIGBY HALL SCHOOL
Rigby Lane, Stourport
Worcestershire DY13 9EB

Assistant Teacher Scale 3(b) required for September, 1984, for appointment as Co-ordinator for Older Pupils (13 - 18 years) and responsibility for work with Careers Service for the pupils with moderate learning difficulties in developing skills for adult life. Previous teaching experience and specialist training important.

Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (6736)
160020

HERTFORDSHIRE

GREAT BROOKMEAD SCHOOL
Allerton Road, Boreham Wood, Hertfordshire WD6 4AN
Required for September 1984. An enthusiastic, capable and suitably qualified teacher to develop the FAMILY AND HOME EDUCATION Curriculum at this all-age special school (formerly ESN(M)) for children with moderate learning difficulties.
Salary: Scale 2 (S) available plus Outer Fringe Allowance.
Further details and application forms (s.a.e. please) from the Headteacher. (6017)
160020

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
HIGHAM DIVISION
DOWNSWOOD ESN(M) DAY SPECIAL SCHOOL
Downswood, Maidstone, Kent ME15 8TJ
Required Summer Term 1984 to take class of 12 - 16 year old children and to have responsibility for Boys' Physical Education and the school leavers' programme.
Application forms and further details from the Headmaster. Closing date for receipt of forms 23rd March 1984. (6798)
160020

Scale 1 Posts

BEDFORDSHIRE

EDUCATION SERVICE
ULVERWOOD SPECIAL SCHOOL
Beech Road, Dunstable
Assistant Teacher Scale 1 plus SSA required Summer Term 1984 to take class of 12 - 16 year old children and to have responsibility for Boys' Physical Education and the school leavers' programme.
Application forms and further details from the Headmaster. Closing date for receipt of forms 23rd March 1984. (6798)
160020

BEDFORDSHIRE

EDUCATION SERVICE
ULVERWOOD SPECIAL SCHOOL
Beech Road, Dunstable
Assistant Teacher Scale 1 plus SSA required Summer Term 1984 to take class of 12 - 16 year old children and to have responsibility for Boys' Physical Education and the school leavers' programme.
Application forms and further details from the Headmaster. Closing date for receipt of forms 23rd March 1984. (6798)
160020

BEDFORDSHIRE

EDUCATION SERVICE
GLENWOOD SPECIAL SCHOOL
Beech Road, Dunstable
Assistant Teacher Scale 1 plus SSA at this School for 8-9 primary children with severe learning difficulties. The person appointed will be required, initially to teach a small group of children with a variety of difficulties including some physical handicap. Experience and/or strong interest in developing communication skills essential. Ability to work with staff and children throughout the school will be a distinct advantage and a scale 3(a) could be offered for a full candidate particularly well qualified to teach Makaton sign-ing is important.
Application forms and further details available from the Headmaster at the School.
Closing date: 23 March 1984. (6647)
160022

BEXLEY

LONDON BOROUGH
ALBANY WOODS SCHOOL
Bidcup
Applications are invited from suitably qualified, experienced teachers for a Scale 3 plus S.S.A. post at this School with 10 places for children with severe learning difficulties between the ages of 2 and 16 years, to work in non-verbal communication and reading. Would be an advantage. Appointment to commence April 1984.
Scale 3 + S.S.A. - £8,643 - Assistance with removal expenses, lunch fees and disturbance allowance on an agreed basis.
Requests for application forms (enclosing foolscap s.a.e.) to Chief Education Officer (T.6), Town Hall, Crayford, Kent DA1 4EN. (5706S)
160022

CAMBRIDGESHIRE

THE SPASTICS SOCIETY
MILDRETH MANOR SCHOOL
Mildreth, Nr. Royston SG8 6LG
Group 7(S)
8 PRIMARY CLASS TEACHERS SCALE 1(S)
Required from Easter. Preference will be given to suitably experienced teachers of multiply handicapped children.
Vacancies due to internal promotion. Opportunity for permanent appointments from September.
Closing date 29th March, 1984.
Further information and application forms on receipt of foolscap s.a.e. to be returned from the Head Teacher at the above address. (6071S)
160022

DERBYSHIRE

CEDAR GROVE
Cedar Street, Derby DE3 8JL
Required for September, or earlier if possible
TEACHER SCALE 1 plus SSA, at the centre providing education for approximately 80 children with special needs. A special interest in boys PE would be an advantage.
Application by letter with CV, names and addresses of two referees to be sent to Head of Centre by 23.3.1984.
Closing date 26.3.1984.
Derbyshire County Council is an Equal Opportunity Employer. (6045)
160022

DEVONSHIRE

NATIONAL AUTISTIC SOCIETY

BROOMHAYES SCHOOL
North Devon
Teacher for the Society's new boarding school opening in January 1985. The school will offer 50 weeks per year accommodation for especially vulnerable children. Challenging opportunity for teacher with maturity, adaptability and sense of humour. Burnham Scale and Special School Allowance. Eleven weeks annual leave - no rota.
Closing date for receipt of application forms 23rd March 1984. Interviews first week May, probably in London.
For further information and application forms write in confidence to Personnel Manager, The National Autistic Society, 276 Willesden Lane, London NW2 5RB. (5757S)
160022

HUMBERSIDE

EDUCATION DEPARTMENT
KING EDWARD DIVISION
Victoria Road, Driffield YO25 7LL
SCALE 1 POST PLUS S.S.A.
Required for April or September 1984 a lively teacher with a knowledge of developing structured programmes for children with severe learning difficulties to work in the middle part of the school.
Application forms and further details available (s.a.e. please) from the Head of the school to whom forms should be returned by 19th March, 1984. (6068S)
160022

DEVON

Please see displayed advertisement on Page 59. (5077S)
160022

DORSET

LINWOOD SCHOOL
Ringwood, Bournemouth
(150 on roll)
Required 30th April 1984 at this school for children with moderate and severe learning difficulties a Teacher-in-charge (Scale 3) and a Scale 1 teacher for one term only.
Application forms and further details from the Headmaster on receipt of s.a.e. (5702)
160022

EAST SUSSEX

COUNTY COUNCIL
EASTBOURNE COLLEGE OF FURTHER EDUCATION
Compton Road, Eastbourne BN21 4BP
Tel: (0323) 644711, Ext. 212
Required for September 1984:
Lecturer I to take charge of a newly established course for leavers from special schools in the Eastbourne area. Salary £5,847 - £8,733.
Application form and further particulars from the Principal (ref. 6/5838)
23rd. (5783S)

EAST SUSSEX

QUEENSDOWN SCHOOL
Lynchet Close, Hollingdean, Brighton BN1 7HP
Day special school for 7 - 16 severely subnormal pupils with additional problems
Temporary Teachers (Scale 1 plus Special Schools Allowance) required to teach basic subjects:
(a) required from March: Teacher for a group of 10 - 12 year old pupils, to cover for maternity leave.
(b) Required from Easter (for summer term) Teacher for a group of 11 - 13 year old pupils.
Application forms (see Please) from County Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes, East Sussex BN7 1UE, to be returned to the Head Teacher. (5750)
160022

GLOUCESTERSHIRE

CRAMWELL SCHOOL
Longford Lane, Gloucester
Aged 11 - 16 years
For Physically Handicapped Children
Additional class Teacher required for a group of 10 to 12 pupils with severe disabilities. Ability to offer CSE subjects to CSE level is necessary. Also required Teacher in Rural Science and/or Boys' Craft. An advantage would be experience of Physically Handicapped children is essential but candidates must be adaptable and prepared to work as part of a multidisciplined team.
Application forms are available for suitably qualified candidates.
Forms and further details from the Head Teacher (Enclose SAE). (6046S)
160022

HERTFORDSHIRE

LONGFIELD SCHOOL
Mimms Road, Stevenage, Herts.
Tel: Stevenage 729181
All age school for children with moderate learning difficulties
Two teachers required for September 1984 to work in the Secondary Department of this all-age special school, one will be taking small groups for English and Mathematics and those appointed would also be involved in a wide range of practical, creative and recreational activities.
Applicants with suitable qualifications and experience may be considered for a Scale 2 to develop one of the following curricular areas.
a. Language Development.
b. Practical Subjects especially Woodwork.
Application forms and further details from the Headmaster. Visits to the school by prior arrangement with the Head are welcomed. (6019)
160022

WEST SUSSEX

ST. ANTHONY'S SCHOOL
St. Paul's Road, Chichester PO19 2LU
(S.E.N.(M)), Group 7, All age
TEACHER
Required April 1984, Scale 1 teacher for intake class. Special schools experience desirable and interest in Language Development and assessment techniques an advantage. Special Schools allowance payable.
Form and details from Headmistress s.a.e. please. (5751)
160022

DEVON

COUNTY COUNCIL
EDUCATION DEPARTMENT
THE CLAY LIT CENTRE FOR THE DEAF
requires as soon as possible:
(1) LECTURER I (Teacher of the Deaf) Scale 3 (£6,648 - £8,733 inc.) to be responsible for working with 16 - 18 year old students in the Centre and in colleges of further education. Qualified Teacher of the Deaf essential. (2) TEACHER Scale 2 (£5,847 - £7,197 inc.) to develop the Clay Lit Centre's resources for the deaf, by re-writing and stimulating materials for the deaf. Qualified Teacher of the Deaf essential.
Further details and information from the Centre Organiser, The Clay Lit Centre, Exeter Road, Kenton, Exeter EX6 8AS. Applications from the Clerk to the Governors, The Clay Lit Centre for the Deaf, Kenton, Exeter EX6 8AS. Closing date: 26th March 1984.
Salary: Scale 1 plus Special Schools Allowance.
Application form and further details (SAE please) from the Chief Education Officer (S/T/NF) County Hall, Trowbridge BA14 8JE.
Closing Date: 30th March, 1984. (60404)
160022

WILTSHIRE

SPECIAL EDUCATION
THE JOHN BENTLEY SCHOOL
Calne SN11 0JF

HEADMASTER: Mr. A.R.H. Murphy
Group 19, N.O.R. 1,338
SPECIAL UNIT
Required as soon as possible, and in any case not later than 1st September 1984, TEACHER to take charge of and develop the Special Unit for pupils with moderate learning difficulties. Selective experience essential. Additional training and qualifications in Special Education highly desirable.
Salary: Scale 1 plus Special Schools Allowance.
Application Form and further details (SAE please) from the Headmaster at the school.
Closing Date: 30th March, 1984. (60405)
160022

WILTSHIRE

SPECIAL EDUCATION
WESTBURY C.E. JUNIOR SCHOOL
Oldfield Park, Westbury BA13 3LY
Group 6 N.O.R. 281
Headmaster: Mr. F.A. Beard
Required for September, 1984, TEACHER to take charge of and develop the Special Unit for four Pupils with moderate learning difficulties. Relevant experience essential; training and qualifications in Special Education highly desirable.
Salary: Scale 1 plus Special Schools Allowance.
Application Form and further details (SAE please) from the Chief Education Officer (S/T/NF) County Hall, Trowbridge BA14 8JE.
Closing Date: 30th March, 1984. (60404)
160022

WILTSHIRE

SPECIAL EDUCATION
THE JOHN BENTLEY SCHOOL
Calne SN11 0JF

HEADMASTER: Mr. A.R.H. Murphy
Group 19, N.O.R. 1,338
SPECIAL UNIT
Required as soon as possible, and in any case not later than 1st September 1984, TEACHER to take charge of and develop the Special Unit for pupils with moderate learning difficulties. Selective experience essential. Additional training and qualifications in Special Education highly desirable.
Salary: Scale 1 plus Special Schools Allowance.
Application Form and further details (SAE please) from the Headmaster at the school.
Closing Date: 30th March, 1984. (60405)
160022

LONDON

Inner London Education Authority
THE CLAY LIT CENTRE FOR THE DEAF
requires as soon as possible:
(1) LECTURER I (Teacher of the Deaf) Scale 3 (£6,648 - £8,733 inc.) to be responsible for working with 16 - 18 year old students in the Centre and in colleges of further education. Qualified Teacher of the Deaf essential.
(2) TEACHER Scale 2 (£5,847 - £7,197 inc.) to develop the Clay Lit Centre's resources for the deaf, by re-writing and stimulating materials for the deaf. Qualified Teacher of the Deaf essential.
Further details and information from the Centre Organiser, The Clay Lit Centre, Exeter Road, Kenton, Exeter EX6 8AS. Applications from the Clerk to the Governors, The Clay Lit Centre for the Deaf, Kenton, Exeter EX6 8AS. Closing date: 26th March 1984.
Salary: Scale 1 plus Special Schools Allowance.
Application Form and further details (SAE please) from the Chief Education Officer (S/T/NF) County Hall, Trowbridge BA14 8JE.
Closing Date: 30th March, 1984. (60404)
160022

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
CLEGGSIDE SPECIAL SCHOOL
Park Lane, Salford M6 7RQ
CRAFT DESIGN AND TECHNOLOGY
Required for September, or earlier if possible, a Teacher for this large special school for children with moderate learning difficulties. Salary Scale 1 plus special school allowance. Suitably qualified and experienced (S) or (N) teacher.
Please send s.a.e. for application form to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed applications should be returned by 23rd March, 1984. Previous applicants will remain under consideration. (60448)
160022

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
CHARLES HOSPITAL SCHOOL
Charles Road, Sheffield S5 7AU
Required for September 1984, an experienced teacher to work initially at the Greno-side Annexe for teaching to severe learning difficulties. The school caters for pupils with severe handicaps. It is open for 48 weeks a year and holidays are taken on a staggered basis.
Previous experience of working with the severely handicapped in a multi-cultural setting would be an advantage, as would qualifications in Special Education. Salary in accordance with Burnham Scale 1 plus SSA.
Application forms are available from the Chief Education Officer, Division of Training, to whom completed forms should be returned at Leopold Street, Sheffield S1 2GY by Friday, 23 March, (6062S)
160022

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
LEA GREEN SCHOOL AND CENTRE
Leyton Green Road, London E10
Head: Mrs. M. Gross
TEACHER FOR SEPTEMBER OR A.S.A.P.
CLIFFORD TEACHERS (Scale 1 plus London Allowance) to work in this expanding Borough Special Resource which caters for children of all ages with social, emotional and behavioural problems with attendant learning difficulties. The school is divided into a number of departments and those appointed will be required to work essentially with Secondary aged pupils.
Support would be given to a teacher with no previous experience of special school-work but would be a considerable advantage.
Application form available from the Head Teacher (send s.a.e.).
Closing date: 23rd March 1984. Ref. No. 86/593 (60471)
160022

WEST SUSSEX

ST. ANTHONY'S SCHOOL
St. Paul's Road, Chichester PO19 2LU
(S.E.N.(M)), Group 7, All age
TEACHER
Required April 1984, Scale 1 teacher for intake class. Special schools experience desirable and interest in Language Development and assessment techniques an advantage. Speciał Schools allowance payable.
Form and details from Headmistress s.a.e. please. (5751)
160022

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
CLEGGSIDE SPECIAL SCHOOL
Park Lane, Salford M6 7RQ
CRAFT DESIGN AND TECHNOLOGY
Required for September, or earlier if possible, a Teacher for this large special school for children with moderate learning difficulties. Salary Scale 1 plus special school allowance. Suitably qualified and experienced (S) or (N) teacher.
Please send s.a.e. for application form to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed applications should be returned by 23rd March, 1984. Previous applicants will remain under consideration. (60448)
160022

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
CHARLES HOSPITAL SCHOOL
Charles Road, Sheffield S5 7AU
Required for September 1984, an experienced teacher to work initially at the Grenoside Annexe for teaching to severe learning difficulties. The school caters for pupils with severe handicaps. It is open for 48 weeks a year and holidays are taken on a staggered basis.
Previous experience of working with the severely handicapped in a multi-cultural setting would be an advantage, as would qualifications in Special Education. Salary in accordance with Burnham Scale 1 plus SSA.
Application forms are available from the Chief Education Officer, Division of Training, to whom completed forms should be returned at Leopold Street, Sheffield S1 2GY by Friday, 23 March, (6062S)
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WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
LEA GREEN SCHOOL AND CENTRE
Leyton Green Road, London E10
Head: Mrs. M. Gross
TEACHER FOR SEPTEMBER OR A.S.A.P.
CLIFFORD TEACHERS (Scale 1 plus London Allowance) to work in this expanding Borough Special Resource which caters for children of all ages with social, emotional and behavioural problems with attendant learning difficulties. The school is divided into a number of departments and those appointed will be required to work essentially with Secondary aged pupils.
Support would be given to a teacher with no previous experience of special school-work but would be a considerable advantage.
Application form available from the Head Teacher (send s.a.e.).
Closing date: 23rd March 1984. Ref. No. 86/593 (60471)
160022

SPECIAL EDUCATION
continued

WILTSHIRE

SPECIAL EDUCATION
WESTBURY C.E. JUNIOR SCHOOL
Oldfield Park, Westbury BA13 3LY
Group 6 N.O.R. 281
Headmaster: Mr. F.A. Beard
Required for September, 1984, TEACHER to take charge of and develop the Special Unit for four Pupils with moderate learning difficulties. Relevant experience essential; training and qualifications in Special Education highly desirable.
Salary: Scale 1 plus Special Schools Allowance.
Application Form and further details (SAE please) from the Chief Education Officer (S/T/NF) County Hall, Trowbridge BA14 8JE.
Closing Date: 30th March, 1984. (60404)
160022

Independent Schools

Headships

HAMPSHIRE

CHURCHER'S COLLEGE Petersfield
The Governors wish to give preliminary notification that the Headmaster will be retiring in August 1985.
Full details of the post will be advertised in September 1984. (60188)
180010

Deputy Headships
Second Masters/ Mistresses

SHEFFIELD

SHEFFIELD HIGH SCHOOL
Girls' Public Day School
Trust
10 Rutland Park, Sheffield S10 2PE
Tel: 0742 660324
Post(s) required for September 1984 for this Group Independent Girls' School which has a mixed Sixth Form of 118. An energetic, enthusiastic graduate is required to assist with organisation and curriculum development and timetabling in this new Director Grant School.
Please apply by letter with curriculum vitae and names of two referees, to the Headmistress, Miss D.M. Schlesinger, B.Sc. (Please enclose SAE). Closing date 23rd March, 1984. (6481)
180018

Remedial Posts

Other Assistants

SURREY

GENERAL SUBJECTS
Temporary Resident Teacher required May - July inclusive. Lower School General Subjects and Boys Games. Remedial experience an advantage.
Apply Headmaster, Mrs. More House School, Frensham, Farnham, Surrey, GU10 3AP. (5702)
181024

By Subject Classification

Arts and Design

Heads of Department

BEDFORD

RUSHMOOR SCHOOL
360 boys, 4½ - 16 years, 6th form, 11+ entry
Require for September 1984 a well qualified teacher of ART to take charge of the subject throughout the school to 'O' level.
Simple accommodation is available in return for help with boarding duties and/or extra curricular activities.
Burnham salary; scale according to experience.
Applications in writing with full CV, qualifications and addresses of two referees, to: The Headmaster, Rushmoor School, 58/60 Shakespeare Road, Bedford MK40 2DU. (5457S)
181018

SURREY

REED'S SCHOOL
Cobham, Surrey
(Independent, H.M.C. 340 boys 11 - 18 mostly boarding)
Required in September, 1984 a qualified HEAD OF ART to teach throughout the School to Cambridge 'O' level and 'A' level and to take an active part in boarding house life.
Salary above Burnham with a weighting allowance; single accommodation available.
Apply with curriculum vitae and the names and addresses of two referees to the Headmaster from whom further details may be obtained. (6014S)
181018

WETHERBY SCHOOL

Appointment of Head

Due to the retirement of Mrs Gerald Russell, applications are invited for the post of Headmistress/Master of Wetherby School.

Wetherby's is a long established Pre-preparatory school for boys from 4 to 9 years of age who are prepared for entry to leading London day schools. Academic standards are high, but great importance is given to the development of personality in a friendly atmosphere. The school is situated in an attractive building overlooking Pembridge Square.

Further details and application form from:- The Secretary to the Governors, Wetherby School, 11 Pembridge Square, London W2 4ED. Tel: 01-229 9591.

Closing date for applications 30th March 1984.

SHERBORNE SCHOOL FOR GIRLS

The Governors invite applications for appointment as

HEAD

Miss Elizabeth Coulter will retire at the end of the Summer Term 1985 and her successor will assume office on 1st September 1985. The Governors hope to make an appointment in July this year.

For information about the school and the appointment please apply to the Clerk to the Governors, The Abbey Close, Sherborne, Dorset DT9 3LH.

Closing date for applications is 2nd April 1984. (2352I)

ST. MARY'S SCHOOL GERRARDS CROSS, BUCKS

G.S.A. G.B.G.S.A.

Appointment of HEAD

The Headship of St. Mary's School, a Group 6 day school for girls, will become vacant on the retirement of Miss A. Timberlake.

The Governors invite applications from suitably qualified graduate teachers.

It is hoped that the successful applicant will take up the post on September 1st 1984 or as soon as possible thereafter.

Details and forms may be obtained from the Clerk to the Governors.

Closing date for applications March 21st 1984. (5274)

THE MANCHESTER GRAMMAR SCHOOL

HIGH MASTER

The Governors of The Manchester Grammar School invite applications for the appointment of High Master of the School which becomes vacant on 1st September 1985, when the present High Master retires.

Intending candidates should apply for full details to the Clerk to the Governors, The Manchester Grammar School, Manchester M13 0XT. Completed applications will be required to reach the School by 23rd March 1984. (2533I)

SEX DISCRIMINATION ACT, 1975

No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless

1. The job is for the purpose of a private householder or
2. It is a business employing fewer than six persons or
3. It is otherwise excepted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that advertisement content does not discriminate under the terms of the Sex Discrimination Act.

EDUCATION DEPARTMENT
Re-Advertisement

Teaching of the Hearing/ Language Impaired

Scale 2(S) – Bassetlaw Special ESN(M) School

Required as soon as possible, a qualified Teacher of the Hearing Impaired who has either an additional qualification in, or experience of teaching children with speech and language disorders. Candidates with language teaching experience who are prepared to study part-time for the Diploma in the Teaching of the Deaf will also be considered.

This new and challenging post will involve approximately a 50% teaching commitment at the Base School and a similar amount in local primary and/or local secondary schools.

Application forms and further details available (s.a.e.) from the Director of Education (Ref. 828) at County Hall.

Closing date: 23rd March, 1984. (2283)

Nottinghamshire County Council
County Hall, West Bridgford, Nottingham NG2 7QP

COVENTRY CITY COUNCIL

SERVICE FOR THE HEARING IMPAIRED

A peripatetic teacher of the deaf is required to have special responsibility for children from ethnic minorities and to offer counselling and guidance to their families. The successful candidate will be working with a team of experienced teachers of the deaf and will be expected to provide appropriate support and guidance throughout the service and to other professionals working in this field. Scale 3 Salary Point 1.

Applications forms and further particulars from Director of Education, Council Offices, Earl Street, Coventry CV1 5RB Tel: 24564, ext. 2832, to be returned within 14 days of appearance of advertisement. Canvassing disqualifies. (5287)

an equal opportunity employer

METROPOLITAN BOROUGH OF STOCKPORT

TEACHER
Scale 1 + SSA (Ref: 2339)
Required as soon as possible
Park View Intermediate Treatment Centre, Wood Street, Stockport.
Teacher experienced in dealing with difficult adolescents required to join a multi-disciplinary team endeavouring to meet the educational and emotional/social needs of clients.

TEACHER
Scale 2 (S) (Ref: 2338)
Required as soon as possible
Beacon School, Wilshaw Drive, Adlington, Stockport SK10 4PF.
Experienced teacher of children with severe learning difficulties required for post of responsibility in the department for children with additional special needs.

TEACHER OF HEARING IMPAIRED
(Supply/Temporary)
Scale 1 + SSA (Ref: 2340)
Required for 15th March 1984.
Hazel Grove High School, Jacksons Lane, Hazel Grove, Stockport SK7 6JE.
The successful candidate will help to maintain an established unit during the absence for 6 months of a maternity leave.
Closing date 19th March, 1984.
Details, interview arrangements, application forms and further details obtainable from and completed forms to be returned to The Director of Education, Town Hall, Stockport SK1 3XE.
Stockport is an Equal Opportunity Employer.

Farney Close School
Bolney Court, Bolney, W. Sussex

General Subjects Teacher

Due to a promotion there now exists a vacancy at Scale 1 for suitably qualified and experienced staff. Farney Close is an all-age, mixed, residential school for the maladjusted, 12 miles from Brighton, 4 miles from Haywards Heath and Burgess Hill. The school stands in 33 acres of its own wooded grounds. The post is for General Subjects Teacher, preferably with experience of pre-examination work, whose own speciality would be preferred in the following subjects: Remedial Reading, Science, P.E. Full Burnham Scale plus EDA allowance. There are no application forms. A letter of application is required together with c.v. and the names of two referees. Applications should be addressed to The Headmaster, Farney Close School.

APPOINTMENTS IN SCOTLAND

For further details please contact

Joan Snaden. Tel: 031-225 6875

APPOINTMENTS IN SCOTLAND

CENTRAL REGIONAL COUNCIL

EDUCATION DEPARTMENT

ONE FULL-TIME LECTURER AND PART-TIME LECTURERS

Polmont Young Offenders' Institution

Salary: Lecturer B (current annual rates) £7,644 - £10,413

Prisons Group of the Scottish Home and Health Department, in conjunction with Central Regional Council Education Department, wish to appoint suitably qualified teacher(s) to participate in the provision of education for young males in the age range 21 to 25 years at Polmont Young Offender's Institution.

A full-time teacher of English, Social and Vocational Education, including some Creative Work is required. Applicants should preferably have a degree including Social Studies/Psychology and experience in teaching and counselling groups of young adults.

Part-time teachers of the following subject areas, with the appropriate qualifications and experience are also required, although applications for other subjects may be considered.

Adult Literacy and Numeracy, 2 Group Counselling, Health Education, Arts and Crafts.

Further Education Centre, Cumbernauld, will appoint to these posts.

Application forms and further details are available from the Director of Education, Room 21.1, Central Regional Council, Carmelite Street, Stirling to be returned not later than 16th March, 1984.

DUNDEE

DUNDEE COLLEGE OF EDUCATION

POST OF LECTURER IN ENGLISH

Applications are invited for the post of Lecturer in English to commence from 1st September 1984.

Applicants should be registered teachers holding a good degree in English and with appropriate teaching experience. Participation in work related to 14 - 16 development would be desirable. The appointee will be given opportunity to teach in pre-service and in-service courses at secondary level, and to contribute to the new degree.

The present salary scale is £8,319 - £13,140.

Application forms which may be obtained together with conditions of appointment and statement of duties from the Principal, Dundee College of Education, Gardyne Road, Broughty Ferry, Dundee DD5 1NY, should be returned to it not later than 30th March, 1984. (5704S)
170060

EDINBURGH

HERIOT-WATT UNIVERSITY

DEPARTMENT OF LANGUAGES

AUDIO-VISUAL ASSISTANT (TEMPORARY APPOINTMENT)

Applications are invited for the above temporary appointment from graduates in Modern Languages with professional qualifications in education. Salary £6,519 - £8,733 per annum (under review). Duties will include the classification and administration of the Department's audio-visual equipment, assisting with the design and development of new materials and the operation of audio-visual equipment. A knowledge of at least one modern language is desirable.

Salary will be linked to an agreed salary-related scale and will not exceed £8,000.

Further particulars and application forms, to be returned by 31st March 1984, are available from the Chief Officer, Heriot-Watt University, Chambers Street, Edinburgh EH1 1HX (0317 general enquiries tel. 031-225 8432 ext. 2447).

Tayside Regional Council

Education Department

CAREERS OFFICER

£6,618–£8,154 **(Ref. 436/83)**
Location: Argyll House, Dundee

Applicants for this post should be suitably qualified and/or experienced Careers Officers although trainee Careers Officers about to complete their courses may also apply. The successful applicant will be expected to carry out the normal range of Careers Officers duties. A job specification is available. Closing date for receipt of applications is Friday, 31st March, 1984.

Unless otherwise specified, application forms for the above post are available from and returnable to the Director of Manpower Services, 93 Commercial Street, Dundee. Tel: Dundee 23281 Ext. 3681.

Removal and relocation expenses are available in certain circumstances for staff appointments.

Candidates of either sex may apply. (2278)

ORKNEY ISLANDS COUNCIL

EDUCATION DEPARTMENT

Applications are invited from qualified Teachers for the undernoted posts:

Evie Primary School (Roll 57)

HEAD TEACHER

This is a modern recently built open-plan community school serving part of the west mainland of Orkney. The responsibility payment is £1,625 plus an island payment of £471 per annum.

Stromness Academy (Roll 475)

PRINCIPAL TEACHER OF HOME ECONOMICS

Responsibility payment £1,359, plus an island payment of £471 per annum.

TEACHER OF BUSINESS STUDIES

Salary is in accordance with the Scottish Teachers salaries memorandum plus an island payment of £471 per annum.

A replacement school is being built, and is partially occupied.

Housing may be available with some of these posts. There is an assisted removal scheme in operation.

Further details and application forms can be obtained from the Director of Education, Council Offices, Kirkwall, Orkney, and should be returned not later than 30th March 1984. (2281)

INDEPENDENT
continued

Other Assistants

MIDDLESEX

ST. HELEN'S SCHOOL
Northwood, Middx.
Independent Boarding school of 850 pupils. Junior (13+) and Senior (16+) pupils.
Required in SEPTEMBER a fully trained teacher to teach MATHS and CHEMISTRY in Junior School to girls of 8 to 11 yrs. Experience desirable.
Please reply in writing to the Headmistress, Miss M.V. giving names of referees, day phone contact, and enclose a s.a. envelope. (574331) 181624

PETERBOROUGH

DUNDLE SCHOOL
Peterborough PE6 8EN

ARTIST IN RESIDENCE

SEPTEMBER 1984

Applications are invited for the post of Resident Artist at Oundle School. The appointment is made initially for one year with a possibility of renewal for a second year by mutual agreement.

Applicants should be painters and or printmakers. Keen to join the strong tradition of practising artists in the Department. At the end of their time at Oundle the Artist in Residence is expected to mount an exhibition of their work in the School Gallery.

The post involves approximately 10 hours teaching per week and the use of a full candidate is provided with a studio and facilities. The post is ideal for a young single graduate keen to continue their own work, while gaining some teaching experience.

Applications to: The Headmaster, The Master's School, Oundle, Peterborough PE8 4EN to reach him by Monday March 19th, enclosing full curriculum vitae and the names of two referees. Slides or photographs of recent work. (57883) 181284

Classics

Heads of Department

BRISTOL

THE RED MAIDS' SCHOOL
Westbury-on-Trym BS9 3AW

(Independent Day and Boarding School for 460 Girls)

Required for September (temporary) to act as Head of the Classics Department. Applications sought throughout the school but especially at Level and Grade 'O' Level work in the Upper Form. Burnham Scale II.

Apply with curriculum vitae and the names of two referees to the Headmistress by March 19th. (57356) 181618

Other Assistants

BLACKPOOL

ARNOLD SCHOOL
Blackpool
HMC Co-educational 740 pupils
Required for September 1984, Graduate to offer French and Latin throughout the school. Subsidiary German a distinct advantage. Willingness to help with Games and/or active particular activities an asset. Burnham Scale 2/3 according to qualifications and experience. Application form and further details from the Headmaster's Secretary. (0253) 26391 (Evenings) (549064) 181624

CANTERBURY

THE KING'S SCHOOL
Canterbury
Classical Assistant, First-rate Classicist wanted for September 1984 to teach Classics, Greek and Ancient History to A-C-C-E-S standard. Sixth-form work will be available.
Applications, including curriculum vitae (and telephone number if possible) to the Headmaster giving the names and addresses of two referees. Closing date 15th March 1984. (54850) 181624

DEVON

PLYMOUTH COLLEGE
Headmasters' Conference Day and Boarding School
650 boys, 200 in Sixth Form:
Required for September 1984 graduate to teach classics throughout the main school and to help with Sixth Form work. Help with extra-mural activities, particularly games, would be most welcome.
Curriculum Vitae with the names (and telephone numbers if possible) of two referees to the Headmaster, Plymouth College, Ford Park, Plymouth PL4 6RN. (57048) 181624

DORSET

SHERBORNE SCHOOL FOR GIRLS
Dorset

Required in September 1984, graduate to teach Latin, Greek and Classical Studies to A-level. Non-resident.

Apply in writing to the Headmistress, giving details of qualifications and experience, with the names and addresses of two referees. (50464) 181624

HERTFORDSHIRE

ST ALBANS HIGH SCHOOL
(11 to Sixth Form) for girls over 11
Required for September 1984, Head of Classics Dept. to teach throughout the school to O- and (A level and university entrance standard. Ability to teach Latin and Classical civilisation through the school. Burnham Scale 2/3 according to qualifications and experience. Application form available from the Head Mistress, Miss M. C. Dobson, at St Albans High School for Girls, Townsend Road, Southampton SO9 5TU to be returned with full details and curriculum vitae and names of two referees by 9th March 1984. (56391, 564964) 181624

HAMPSHIRE

KING EDWARD VI SCHOOL
Southampton
(HMC) (855 Pupils: 930 in Sixth Form)
FROM SEPTEM-BER 1984 we require (if possible) a teacher who can teach LATIN and GREEK (ability to teach ANCIENT HISTORY an advantage). Scale post.
Details from the Head Master, Mr. C. Dobson, at King Edward VI School, Southampton SO9 5TU to be returned with full personal details and enclosing the names and addresses of two referees by 9th March 1984. (57398) 181624

LANCASHIRE

ST. MARY'S COLLEGE
Blackburn, Lancashire
Co-Educational Boarding School for 400 girls, 10 - 18. (6th form 100)
Required for September 1984, an Assistant Teacher graduate to teach throughout the school to A level in a dynamic department.
Accommodation available if required. Salary Burnham Scale plus allowances.
Applications with C.V. and telephone numbers of two referees should be sent in writing to the Headmistress. (57369) 181624

LONDON

DAVIES'S COLLEGE
66 Southampton Row, WC1B 4BY

Required for September a good Honours graduate (1 classical subject to teach up to 'A' level and (if a full-time post is required) one other modern subject. This ability to offer Greek and/or Classical History and Civilisation will be an advantage. There will be an opportunity to teach one or more subjects to Oxford and Cambridge Entrance standard.

Davies's is an Independent College of Further Education in which the great majority of students are preparing mainly for A-level examinations.

Please write to the Principal, giving CURRICULUM VITAE and the names, status and addresses of at least two referees. (57388) 181624

LONDON

ALLEYN'S SCHOOL
Dulwich
(HMC) Independent and Co-educational
850 pupils. (300 in the 6th form)
Required for September 1984, a young Classics graduate to teach Latin, Greek and Classical Civilisation throughout the School. Ability to help with games and other extra-curricular activities would be an advantage. Burnham Scale 2 according to qualifications and experience. Application form and further details from the Headmaster's Secretary, Alleyn's School, Townley Road, Dulwich, London, SE22 8SU. (60781) 181624

MIDDLESEX

ST. HELEN'S SCHOOL
Northwood, Middlesex
Independent Day/Boarding School of 850 pupils

Wanted in SEPTEMBER a graduate to share in the teaching of CLASSICAL STUDIES to Ordinary and Advanced levels. SOCIAL SCIENCE Subjects to Ordinary level. Burnham Scale with some London allowance.

Please apply with CV in writing to the Headmistress, giving names of referees, day telephone contact, and enclose a s.a. envelope. (57179) 181624

RICHMOND-UPON-THAMES

ST. CATHERINE'S SENIOR SCHOOL
Cross Deep, Twickenham TW1 4QJ
(HMC 855 girls)
900 plus Girls, 11 - 18 years.
Required for September 1984, a graduate to teach Classics to 'O' and 'A' (Oxford Board) Scale 1.
Apply by letter to the Headmistress giving curriculum vitae and names and addresses of two referees.

Commercial Subjects

Other Assistants

LONDON

DAVIES'S COLLEGE
66 Southampton Row, WC1B 4BY

Required for September a well qualified person for the full-time or part-time post of Tutor in Business Studies and/or Accounting in this Independent College of Further Education. This is an opportunity to work in a vibrant and flourishing department where the great majority of students are preparing mainly for the A-level examinations.

Please write to the Principal, giving full curriculum vitae and the names, addresses and telephone numbers of two referees. Applications will be acknowledged and only those selected for interview will be contacted. (57315) 181618

LONDON

ALLEYN'S SCHOOL
Dulwich
(HMC) Independent and Co-educational
850 pupils. (300 in the 6th form)
Required for September 1984, a young Classics graduate to teach Latin, Greek and Classical Civilisation throughout the School. Ability to help with games and other extra-curricular activities would be an advantage. Burnham Scale 2/3 according to qualifications and experience. Application form and further details from the Headmaster's Secretary. (0653) 26391 (Evenings) (549064) 181624

MIDDLESEX

ST. HELEN'S SCHOOL
Northwood, Middlesex
Independent Day/Boarding School of 850 pupils

Required for September a graduate to share in the teaching of CLASSICAL STUDIES to Ordinary and Advanced levels. SOCIAL SCIENCE Subjects to Ordinary level. Burnham Scale with some London allowance.

Please apply with CV in writing to the Headmistress, giving names of referees, day telephone contact, and enclose a s.a. envelope. (57179) 181624

Computer Studies

Heads of Department

NORTH YORKSHIRE

SCARBOROUGH COLLEGE
Independent Boarding and Day School for 450 boys and girls, aged 11 - 18 years.
Required for September 1984, Head of Computing to co-ordinate computer-assisted learning and computing studies courses. New facilities available. Salary Burnham Scale 4 or higher for candidate with suitable experience. Ability to help with games, CCF, extra-mural activities a recommendation.
Applications with names of two referees to the Headmaster, Scarborough College, Filey Road, Scarborough, from whom further details can be obtained. (60700) 182018

Other Assistants

BERKSHIRE

BEARWOOD COLLEGE
Wokingham, Berkshire RG11 4BE
A Christ Boys Boarding School FOUNDED 1863 page 430
Required for September 1984, a teacher of Computer Studies. This post will require also to 'O' level would be an advantage. Salary on the appropriate Burnham Scale and friendly accommodation is available. The opportunity to develop a Computer Department throughout the school would be open to a suitably experienced candidate.
Please write to the Headmaster, enclosing curriculum vitae and the names and addresses of two referees. (60653)

EAST SUSSEX

ST. BEDE'S SCHOOL
The Dicker, Hailsham, East Sussex
A co-educational school - entry 3-13 years - predominantly boarding - numbers approaching 300 - including substantial and growing Sixth Form.
We require a programme means that we shall require a Computer Studies teacher of COMPUTING to 'O' and 'A' Level candidates. Ideally preferable be able to offer Mathematics as a second subsidiary subject and should be able to contribute significantly to the wide extra-curricular programme, perhaps in the areas of Boys or girls games, the desire to take responsibility for a boarding side (boys or girls) would be a recommendation. A residential post is available.
Applications, with full c.v. and names, addresses and telephone numbers of two referees to the HEADMASTER. (57047) 182024

LANCASHIRE

KING EDWARD VII SCHOOL
Lytham
(HMC 525 boys)
KING EDWARD VI SCHOOL
Lytham
(HMC 700 girls)
Required for September 1984, as a second teacher of Computer Studies (Scale 1 post) in both schools. Above all, we require vigour, drive and flair which would be equally welcome in either (or both) schools. Application form and additional details from the Headmaster, Queen Mary School, Lytham, Lancashire FY8 1DB. (60835) 182024

Craft, Design & Technology

Heads of Department

KENT

SEVENOAKS SCHOOL
(600 pupils, including 120 girls in the Sixth Form, going fully co-educational in September)

HEAD OF DESIGN/CRAFT

Dynamic person required with wide ranging interests and experience to teach Design to 'A' Level, co-ordinate and initiate activities in the new working area. Salary Burnham Plus and accommodation available.

Details from the Headmaster, Richard Barker, Sevenoaks School, Kent TN13 1HU. Applications should be accompanied by the names, addresses and telephone numbers of two referees. (57315) 182124

Other Assistants

BRIGHTON

BRIGHTON & HOVE HIGH SCHOOL
(GPDST)
Montpelier Road, Brighton
(HMC)
Part-time Graduate teacher of ECONOMICS wanted to teach one subject in the Sixth Form for Advanced Level (London and Cambridge entrances) examinations and possibly to non-examination groups further down the school. Salary Burnham Scale. Prospect of increasing workload in future. Please apply in writing with curriculum vitae to the Headmistress (no names of referees. (50619) 181624

BRISTOL

BADMINTON SCHOOL
Bristol

GSA boarding and day, 300 girls 7 - 18

Half time Economics teacher required for September 1984 or April if possible. Competence in games (especially swimming) could help with this job. Burnham Scale 1.

Apply to the Headmaster with C.V. and 2 references. (60966) 182324

KENT

FARRINGTONS SCHOOL
Chislehurst, Kent BR7 6LR
(Methodist) Colleges and Schools
300 girls 7 - 18
years Boarding and Day - 18 years
Required for September 1984 a qualified Graduate teacher to share in the teaching of Economics to 'O' and 'A' Level and Geography to 'O' and 'A' Level. This also includes Mathematical aspects of these subjects. Applicants for Burnham Scale 1. Residence or non-residence.
Apply in writing to the Headmistress giving the names and addresses of two referees.
Applications should be accompanied by the names, addresses and telephone numbers of two referees. (60841) 182424

LANCASHIRE

QUEEN ELIZABETH'S GRAMMAR SCHOOL
Blackburn, Lancs
(HMC/GPDST) 1200 pupils (500 boys plus 700 girls in Sixth)
Required for September 1984; graduate SCIENCE teacher capable of offering British Government and Economics or another subsidiary Arts subject or Mathematics specialist with another subject.
Must be able to contribute to boys' games.
Salary Above Burnham. Application form on hand plus full curriculum vitae to the Head Master by March 17, enclosing s.a.e. (60834) 182424

LONDON

DAVIES'S COLLEGE
66 Southampton Row, WC1B 4BY

Required for September a full-time or part-time Tutor in Economics to 'A' level and subject to 'A' level and CSE/O level in Mathematics. Preferably to O and A level. There is the possibility of a strong candidate being considered for appointment to Head of Department within a few years. Ability to coach games an advantage.
Salary/Burnham plus.
Applications including a curriculum vitae and the names of two referees, to the Headmaster. (57315) 182124

Other Assistants

BRIGHTON

BRIGHTON & HOVE HIGH SCHOOL
(GPDST)
Montpelier Road, Brighton
(HMC)
Part-time Graduate teacher of ECONOMICS wanted to teach one subject in the Sixth Form for Advanced Level (London and Cambridge entrances) examinations and possibly to non-examination groups further down the school. Salary Burnham Scale. Prospect of increasing workload in future. Please apply in writing with curriculum vitae to the Headmistress (no names of referees. (50619) 181624

BERKSHIRE

ST. MARY'S CONVENT
Ascot, Berkshire
Roman Catholic Boarding School for 400 girls, 10 - 18.
(6th form 100)
Required for September 1984, an Assistant Teacher graduate to teach throughout the School to 'A' level in a dynamic department.
Accommodation available if required. Salary Burnham Scale plus allowances.
Applications with C.V. and telephone numbers of two referees should be sent in writing to the Headmistress. (57368) 181624

BERKSHIRE

LEIGHTON PARK SCHOOL
Reading
(GPDST) Boarding school - 300 girls (5 - 18), including 130 in Sixth Form. Quinquennial inspection 1984 - offers in excellent 1984 A - Level RESULTS. SCHOLARSHIPS and EXHIBITIONS enable recipient possibly to stay on at school and develop own interests and therefore stimulate a wide range of drama and perhaps other activities in the School community.
Salary from and applications to the Headmaster (Reading 474048) as soon as possible. (57038) 182424

BRADFORD

WOODHOUSE GROVE SCHOOL
(HMC) A Direct Grant, 500 boys, 30 girls)

Required for September 1984 a person to teach SCIENCE to 'O' Level with CHEMISTRY as main subject. Ability to coach Rugby a great asset.

Apply immediately with full c.v. and names of two referees to the Headmaster from whom further details can be obtained.

Woodhouse Grove School, Apperley Bridge, Bradford BD10 0NR. (0532) 506821 (57353) 182424

BUCKINGHAMSHIRE

OAKDENE SCHOOL
Beaconsfield
Buckinghamshire HP9 2SS

(Independent Day and Boarding School for Girls)

A vacancy will occur in September 1984. Ability to teach English throughout the school to 'O' and 'A' level essential. Other qualifications would be considered for the appointment of Head of Department. This could be part-time. Ability to help with games and sports activities for the post in this field would be preferable but not essential. Applications for the post of Resident Tutor are also welcomed. Scale 1 for a first appointment.
Apply to D.J. Brooks, M.A., Headmaster, Oakdene College. (Tel: 0130 653053), from whom further details may be obtained. (Letter applications will be considered). (60969) 182424

KENT

SEVENOAKS SCHOOL
(600 pupils, including 120 girls in the Sixth Form, going fully co-educational in September)

ENGLISH GRADUATE

Required for September 1984 a young graduate (male or female) who will be working throughout the English Department. A willingness, and ability, to help in extra-curricular activities will be a distinct advantage. Salary Burnham Plus and accommodation available.

Apply by letter, including a curriculum vitae and the names and addresses of two referees to The Headmaster, Sevenoaks School, Kent TN13 1HU. Applications should be accompanied by the names, addresses and telephone numbers of two referees. (57315) 182424

GLOUCESTERSHIRE

WYCLIFFE COLLEGE
(GBGSA Boarding and Day)
(350 pupils - Co-ed. Sixth Form of 150)
Teacher of English required for September 1984 to teach up to 'A' Level. Scale II or above. Graduate with interest in Drama to help with first appointment. Help with games and understanding of the whole ethos of a busy school essential. Interviews and applications before the end of this term.
Write for application forms with curriculum vitae and names, addresses and telephone numbers of two referees to the Headmaster, Wycliffe College, Stonehouse, Glos. GL10 2JQ. (Tel: Stonehouse (045 382) 3453) as soon as possible. (60858) 182424

GUILDFORD

ROYAL GRAMMAR SCHOOL
Guildford
Required in September 1984, a graduate to teach ENGLISH throughout the school up to and including Oxbridge entrance, and if possible to take a leading part in the continuing development of DRAMA, both in and out of the curriculum. Salary: Burnham plus. Scale according to qualifications and experience.
Applications in the form of a curriculum vitae supported by letter or application setting out the two referees should be submitted as soon as possible to The Headmaster, Royal Grammar School, Guildford, Surrey GU1 3BB. (54843) 182424

HAMPSHIRE

CHURCHER'S COLLEGE
Petersfield, Hants GU32 4AS
(HMC) Independent Day and Boarding
1,000 girls, Sixth Form 1100
Required for September 1984 a graduate to teach English and, possibly, some History or English, to 'O' Level standard, either or both, for a suitably experienced candidate. Willingness to be involved in games activities particularly welcomed. Scale 1 for a first appointment.
Apply to D.J. Brooks, M.A., Headmaster, Peter-sfield College. (Tel: 0730 63053), from whom further details may be obtained (Letter applications will be considered). (60969) 182424

KENT

SEVENOAKS SCHOOL
(600 pupils, including 120 girls in the Sixth Form going fully co-educational in September)

ENGLISH GRADUATE

Required for September 1984 a graduate (SCONCIN-ABLE) able to offer British Government or another subsidiary Arts subject or Mathematics specialist with another subsidiary.
Must be able to contribute to boys' games.
Salary Above Burnham. Application form on hand plus full curriculum vitae to the Head Master by March 17, enclosing s.a.e. (60834) 182424

LONDON

DAVIES'S COLLEGE
66 Southampton Row, WC1B 4BY

Required for September a full-time or part-time Tutor in Economics to 'A' level and subject to 'A' level and CSE/O level in Mathematics. Preferably to O and A level. There is the possibility of a strong candidate being considered for appointment to Head of Department within a few years. Ability to coach games an advantage.
Salary/Burnham plus.
Applications including a curriculum vitae and the names of two referees, to the Headmaster. (57315) 182124

Economics

Heads of Department

READING

THE ORATORY SCHOOL
Woodcote, Nr. Reading
Required for September 1984, graduate to teach ECONOMICS to A and S Level and to offer tuition in MATHEMATICS, preferably to O Level. There is the possibility of a strong candidate being considered for appointment to Head of Department within a few years. Ability to coach games an advantage.
Salary/Burnham plus.
Applications including a curriculum vitae and the names of two referees, to the Headmaster. (57315) 182124

Other Assistants

BRIGHTON

BRIGHTON & HOVE HIGH SCHOOL
(GPDST)
Montpelier Road, Brighton
(HMC)
Part-time Graduate teacher of ECONOMICS wanted to teach one subject in the Sixth Form for Advanced Level (London and Cambridge entrances) examinations and possibly to non-examination groups further down the school. Salary Burnham Scale. Prospect of increasing workload in future. Please apply in writing with curriculum vitae to the Headmistress (no names of referees. (50619) 181624

BERKSHIRE

LEIGHTON PARK SCHOOL
Reading
(GPDST) Boarding school - 300 girls (5 - 18), including 130 in Sixth Form. Quinquennial inspection 1984 - offers in excellent 1984 A - Level RESULTS. SCHOLARSHIPS and EXHIBITIONS enable recipient possibly to stay on at school and develop own interests and therefore stimulate a wide range of drama and perhaps other activities in the School community.
Salary from and applications to the Headmaster (Reading 474048) as soon as possible. (57038) 182424

BRADFORD

WOODHOUSE GROVE SCHOOL
(HMC) A Direct Grant, 500 boys, 30 girls)

Required for September 1984 a person to teach SCIENCE to 'O' Level with CHEMISTRY as main subject. Ability to coach Rugby a great asset.

Apply immediately with full c.v. and names of two referees to the Headmaster from whom further details can be obtained.

Woodhouse Grove School, Apperley Bridge, Bradford BD10 0NR. (0532) 506821 (57353) 182424

BRISTOL

BADMINTON SCHOOL
Bristol

GSA boarding and day, 300 girls 7 - 18

Half time Economics teacher required for September 1984 or April if possible. Competence in games (especially swimming) could help with this job. Burnham Scale 1.

Apply to the Headmaster with C.V. and 2 references. (60966) 182324

KENT

FARRINGTONS SCHOOL
Chislehurst, Kent BR7 6LR
(Methodist) Colleges and Schools
300 girls 7 - 18
years Boarding and Day - 18 years
Required for September 1984 a qualified Graduate teacher to share in the teaching of Economics to 'O' and 'A' Level and Geography to 'O' and 'A' Level. This also includes Mathematical aspects of these subjects. Applicants for Burnham Scale 1. Residence or non-residence.
Apply in writing to the Headmistress giving the names and addresses of two referees.
Applications should be accompanied by the names, addresses and telephone numbers of two referees. (60841) 182424

LANCASHIRE

QUEEN ELIZABETH'S GRAMMAR SCHOOL
Blackburn, Lancs
(HMC/GPDST) 1200 pupils (500 boys plus 700 girls in Sixth)
Required for September 1984; graduate SCIENCE teacher capable of offering British Government or another subsidiary Arts subject or Mathematics specialist with another subsidiary.
Must be able to contribute to boys' games.
Salary Above Burnham. Application form on hand plus full curriculum vitae to the Head Master by March 17, enclosing s.a.e. (60834) 182424

STAFFORDSHIRE

SCHOOL OF S. MARY AND S. ANNE
Abbots Bromley, Rugeley, Staffs.

Required in September 1984, HEAD OF ANGLISH. Graduate with good qualifications and experience in teaching English throughout the school to 'A' Level, accommodation available. Burnham Scale 3.
Apply to the Headmistress, from whom further details are available, enclosing curriculum vitae and names of two referees. (64816) 182418

SUFFOLK

WOODBRIDGE SCHOOL
(HMC) 500 pupils Co-educational
Required in September, a well-qualified teacher of Economics to 'A' Level. Candidates must offer help with team games and/or the CCF.
Apply with full C.V. and names of two referees to Headmaster, Woodbridge School, Woodbridge, Suffolk IP12 4JH. Tel: (1038) 43 5547. (57056) 182424

WARWICKSHIRE

WARWICK SCHOOL
(HMC) (Girls' Day Places: 800 boys 7 - 18 years)
Required for September 1984 a GRADUATE to teach SOCIOLOGY AND POLITICS to A-level with some lower school History or English.
Salary is Burnham with Responsibility Allowance. Scale post for an experienced teacher.
Further details may be obtained from the Headmaster to whom applications should be made as soon as possible.
Warwick School, Myton Road, Warwick CV34 6PP. Tel: (0926) 492484. (24818) 182424

WARWICKSHIRE

WARWICK SCHOOL
(HMC) (Girls' Day Places: 800 boys 7 - 18 years)
Required for September 1984 a GRADUATE to teach SOCIOLOGY AND POLITICS to A-level with some lower school History or English.
Salary is Burnham with Responsibility Allowance. Scale post for an experienced teacher.
Further details may be obtained from the Headmaster to whom applications should be made as soon as possible.
Warwick School, Myton Road, Warwick CV34 6PP. Tel: (0926) 492484. (24818) 182424

KENT

SEVENOAKS SCHOOL
(600 pupils, including 120 girls in the Sixth Form going fully co-educational in September)

ENGLISH GRADUATE

Required for September 1984 a young graduate (male or female) who will be working throughout the English Department. A willingness, and ability, to help in extra-curricular activities will be a distinct advantage. Salary Burnham Plus and accommodation available.

Apply by letter, including a curriculum vitae and the names and addresses of two referees to The Headmaster, Sevenoaks School, Kent TN13 1HU. Applications should be accompanied by the names, addresses and telephone numbers of two referees. (57315) 182424

LONDON E17

FOREST SCHOOL
Required in September 1984: Graduate to teach ENGLISH to 1st & 2nd year pupils but must also be able to teach up to 'O' level. Games an advantage.
Scale 1 or 2 depending on experience and accommodation.
Apply in writing to Mrs. Wardell, The Forest School, near Snaresbrook, London E17 3PY. (01) 520 1700 (Phone) (Home (045 388) 54338) as soon as possible. (60858) 182424

MIDDLESEX

ST. DAVID'S SCHOOL
Ashford, Middlesex TW15
(HMC)
Required September 1984, a qualified teacher to teach Physics up to at least Ordinary Level. Would be a recommendation. Scale one post.
Apply in writing to the Head Master giving details of qualifications and experience and the names and addresses of two referees. (57353) 182424

BUCKINGHAMSHIRE

OAKDENE SCHOOL
Beaconsfield
Buckinghamshire HP9 2SS

(Independent Day and Boarding School for Girls)

A vacancy will occur in September 1984. Ability to teach English throughout the school to 'O' and 'A' level essential. Other qualifications would be considered for the appointment of Head of Department. This could be part-time. Ability to help with games and sports activities for the post in this field would be preferable but not essential. Applications for the post of Resident Tutor are also welcomed. Scale 1 for a first appointment.
Apply to D.J. Brooks, M.A., Headmaster, Oakdene College. (Tel: 0130 653053), from whom further details may be obtained (Letter applications will be considered). (60969) 182424

CUMBRIA

AUSTIN FRIARS SCHOOL
Carlisle CA3 9PB

(R.C. Independent 380 boys Boarding and Day)

Required for September 1984, graduate to teach English up to Oxbridge level and drama to Junior forms. A willingness to produce the school play and assist in extra curricular activities would be an advantage. Scale 1 or 2, according to qualifications. Job description available.

Apply by letter, including a curriculum vitae and the names and addresses of two referees to The Headmaster, Austin Friars RC School, Carlisle CA3 9PB. (57198) 182424

GLOUCESTERSHIRE

WYCLIFFE COLLEGE
(GBGSA Boarding and Day)
(350 pupils - Co-ed. Sixth Form of 150)
Teacher of English required for September 1984 to teach up to 'A' Level. Scale II or above. Graduate with interest in Drama to help with first appointment. Help with games and understanding of the whole ethos of a busy school essential. Interviews and applications before the end of this term.
Write for application forms with curriculum vitae and names, addresses and telephone numbers of two referees to the Headmaster, Wycliffe College, Stonehouse, Glos. GL10 2JQ. (Tel: Stonehouse (045 382) 3453) as soon as possible. (60858) 182424

GUILDFORD

ROYAL GRAMMAR SCHOOL
Guildford
Required in September 1984, a graduate to teach ENGLISH throughout the school up to and including Oxbridge entrance, and if possible to take a leading part in the continuing development of DRAMA, both in and out of the curriculum. Salary: Burnham plus. Scale according to qualifications and experience.
Applications in the form of a curriculum vitae supported by letter or application setting out the two referees should be submitted as soon as possible to The Headmaster, Royal Grammar School, Guildford, Surrey GU1 3BB. (54843) 182424

HAMPSHIRE

CHURCHER'S COLLEGE
Petersfield, Hants GU32 4AS
(HMC) Independent Day and Boarding
1,000 girls, Sixth Form 1100
Required for September 1984 a graduate to teach ENGLISH throughout the school. Opportunity for participation in extra-curricular activities, particularly drama, debating etc. and games.
Salary Burnham plus Warwick School Allowance with a scale post for a suitably qualified person.
Further details may be obtained from the School. Applications should be addressed to The Headmaster giving details of qualifications and experience and the names and addresses of two referees.
Warwick School, Myton Road, Warwick CV34 6PP. Tel: (0926) 492484. (57170) 182424

WILTSHIRE

WARMINSTER SCHOOL

Required in September: a good honours graduate to teach English at all levels in the school. To organise a contribute to extra-curricular activities will be a strong recommendation. The post could be made suitable for a single person and applicants should indicate whether they would accept a residential post.

Further details from The Master, Warminster School, Wilts., to whom applications with c.v. and the names of two referees should be sent as soon as possible. (57030) 182424

WARWICKSHIRE

THE KINGSLEY SCHOOL
Leamington Spa
Girls' Independent day/boarding school - 414 pupils
There will be two vacancies in the ENGLISH DEPARTMENT later this year for graduates with a good English degree one will be involved in teaching English throughout the school. The temporary post is from June to December 1984 and will involve the teaching of English throughout the school to Advanced Level. (There is a possibility that this post may become permanent). The permanent post is from September 1984 and will also involve the teaching of English throughout the school to Advanced Level for which specialist interest in Careers would be welcomed.
Candidates may apply for either post or may like to be considered for both.
Burnham Scale.
Applications should be sent to the Headmistress, giving curriculum vitae and names and addresses of two referees. (60492) 182424

WARWICKSHIRE

WARWICK SCHOOL
(HMC) (Girls' Day Places: 800 boys 7 - 18 years)
Required for September 1984 a GRADUATE to teach SOCIOLOGY AND POLITICS to A-level with some lower school History or English.
Salary is Burnham with Responsibility Allowance. Scale post for an experienced teacher.
Further details may be obtained from the Headmaster to whom applications should be made as soon as possible.
Warwick School, Myton Road, Warwick CV34 6PP. Tel: (0926) 492484. (24818) 182424

LONDON

ST. BENEDICT'S SCHOOL
Ealing, London, W.5.
(Benedictine Day School 600 boys (11 - 18) 80 girls in VI th)
Required for September - well qualified GRADUATE to teach English to 'O' and 'A' level and Oxbridge entry. Possibilities of some involvement in Sixth Form General Studies.
Salary: Burnham plus, with account for experience.
Applications, with names of two referees, and curriculum vitae to the Headmaster. (60697)

MANCHESTER

WILLIAM HULME'S GRAMMAR SCHOOL
Alexandra Park
Manchester M16 8FR

(H.M.C./Independent)
Required in September well qualified graduate to teach ENGLISH throughout the School to Oxbridge level. Scale 3 post (plus Hulme Allowance) for suitably experienced candidate but applications from teachers seeking their first post will also be welcome. An ability to assist with other aspects of School activities, games etc. would be an advantage.
Applications with curriculum vitae (no forms) together with names, telephone numbers and addresses of two referees, should be sent to Headmaster as soon as possible. (60807) 182424

PERTHSHIRE

GLENALMOND
Required September 1984, a GRADUATE to teach ENGLISH throughout the School to 'O' and 'A' level. Opportunity for participation in Sixth Form and university entrance work. G.S. Higher-level work also available. Readiness to help with extra-curricular activities expected. Games coaching ability, an asset.
Resident post with free furnished accommodation. Glenalmond salary scale above Burnham Scale.
Please apply as soon as possible to Andrew Anson and addresses of two or more referees to the Warden, Glenalmond College, Perthshire PH1 3RY, from whom further details may be obtained. (60544) 182424

SUFFOLK

ROYAL HOSPITAL SCHOOL
Holbrook, Ipswich IP9 2RX
Please see main display advert. Classroom under 25 graduate other than by subject. (60826) 182424

SUSSEX

WADHURST COLLEGE
Wadhurst, Sussex TN5 6JA

A Boarding and Day School for girls (11 - 18)

Required in September an innovative and lively English graduate to teach throughout the School. Burnham Scale and Government Superannuation. Rugby Union Football coach and to help with extra-curricular activities will be preferred.

Apply to the Headmistress with a curriculum vitae and names of two professional referees. (60441) 182424

WARWICKSHIRE

WARWICK SCHOOL
(Independent) HMC:
Assisted Places: 800 boys 11 - 18 years)

Required for September 1984 a graduate to teach ENGLISH throughout the School. Opportunity for participation in extra-curricular activities, literary drama, debating etc. and games.

Salary is Burnham plus Warwick School Allowance with a scale post for a suitably qualified person.

Further details may be obtained from the School. Applications should be addressed to The Headmaster giving details of qualifications and experience and the names and addresses of two referees.
Warwick School, Myton Road, Warwick CV34 6PP. Tel: (0926) 492484. (57170) 182424

WILTSHIRE

WARMINSTER SCHOOL

Required in September: a good honours graduate to teach English at all levels in the school. To organise a contribute to extra-curricular activities will be a strong recommendation. The post could be made suitable for a single person and applicants should indicate whether they would accept a residential post.

Further details from The Master, Warminster School, Wilts., to whom applications with c.v. and the names of two referees should be sent as soon as possible. (57030) 182424

WARWICKSHIRE

THE KINGSLEY SCHOOL
Leamington Spa
Girls' Independent day/boarding school - 414 pupils
There will be two vacancies in the ENGLISH DEPARTMENT later this year for graduates with a good English degree one will be involved in teaching English throughout the school. The temporary post is from June to December 1984 and will involve the teaching of English throughout the school to Advanced Level. (There is a possibility that this post may become permanent). The permanent post is from September 1984 and will also involve the teaching of English throughout the school to Advanced Level for which specialist interest in Careers would be welcomed.
Candidates may apply for either post or may like to be considered for both.
Burnham Scale.
Applications should be sent to the Headmistress, giving curriculum vitae and names and addresses of two referees. (60492) 182424

WORCESTER

THE KING'S SCHOOL
Worcester

Required for September 1984 a well-qualified graduate to teach MATHS throughout the school. Ability to help with games and other out-of-school activities an advantage.

For further details, write to the Headmaster's Secretary, The King's School, Worcester, WR1 2LH, enclosing a stamped, addressed envelope. (54454) 182424

Geography

Heads of Department

HERTFORDSHIRE

QUEENSWOOD SCHOOL
Shepherds Way, Brookmans Park, Hatfield
Girls' Independent Boarding School G.P.D.S.T.
550 girls (175 in Sixth Form)
Headmistress: Mrs. A.M.B. Hamilton, M.A.
Required for September, 1984 Head of Geography to teach to Cambridge Board 'O' and 'A' Level and to Oxbridge entrance examinations. Applicant must have a good honours degree. Post can be for a Resident or non-resident. Married accommodation available. Burnham Scale 2. Closing date 1st March, 1984.
Applications in writing, with C.V. and names and addresses of two referees, to the Headmistress. (57368) 181624

NORTH HUMBERSIDE

HULL HIGH SCHOOL FOR GIRLS
(Church Schools Co. Ltd.)
Park Avenue, Hull, Humberside
Required for September, 1984 a well qualified specialist Graduate HEAD OF GEOGRAPHY to teach 'O' and 'A' level work and to assist with outdoor pursuits and activities. Some residential duties would be an advantage but not essential. Salary - Burnham Scale 2.
Further particulars available on request from the School (Tel: 0482 658178).
Applications to the Headmistress should be by letter supported by a full c.v. including the names of two referees. (60860) 182618

WOLVERHAMPTON

ROYAL WOLVERHAMPTON SCHOOL
Required in September, Head of Department, Scale 2, responsible for Geography right through the School. Resident preferred. Help with pastoral responsibilities. Sport or CCF needed.
Apply with CV to the Headmaster, Royal Wolverhampton School, Penn Road, Wolverhampton, West Midlands. (57180) 182618

Other Assistants

BEDFORDSHIRE

BEDFORD HIGH SCHOOL
MK40 2BB
Independent - 1020 girls, 200 in Sixth Form
Required for September 1984, a good honours graduate in Geography, to share in the teaching of Geography throughout the Main School (10 - 18) to and including Entrance levels. An interest in field work with A' level recommendation. This is a Scale 1 post.
Please make application to the Headmistress as soon as possible, stating qualifications and experience and enclosing names and addresses of two referees. (60698) 182624

BRECON

CHRIST COLLEGE
(HMC - 580 boys)
Required for September 1984 a graduate to join a lively and highly successful GEOGRAPHY Department and to teach almost exclusively throughout the School. Own salary scale plus responsibility and extra-curricular.
Applications with curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Christ College, Brecon, Powys, LD3 8AG. (0874 3589). (60715) 182624

BUCKINGHAMSHIRE

STOWE SCHOOL
Buckingham

GEOGRAPHY SPECIALIST

Geography specialist, well qualified, required for September 1984 to teach at all levels (13 - 18).

Applications on requests for further information to the Headmaster's Secretary, Stowe School, Buckingham, MK18 5EH. (57178) 182624

KENT

FARRINGTONS SCHOOL
Chislehurst, Kent BR7 6LR
(Methodist) Colleges and Schools - 300 girls 7 - 18
years Boarding and Day Girls)
Required for September 1984 a qualified graduate to take charge of teaching of GEOGRAPHY to Advanced level and Oxbridge entrance standard. Ability to take a share in the teaching of Geography to 'O' and 'A' level. Ability to Advanced level and Oxbridge entrance standard. Ability to take a share in the teaching of Geography to 'O' and 'A' level. This also includes the Mathematical aspects of these subjects to be looked for. Burnham Scale 1. Resident or non-resident.
Apply in writing to the Headmistress giving the names and addresses of two referees. (60841) 182424

WORCESTER

THE KING'S SCHOOL
Worcester

Required for September 1984 a well-qualified graduate to teach GEOGRAPHY throughout the school. Ability to help with games and other out-of-school activities an advantage.

For further details, write to the Headmaster's Secretary, The King's School, Worcester, WR1 2LH, enclosing a stamped, addressed envelope. (54454) 182424

LONDON

JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22

Required in September, a well qualified graduate to teach Geography to the Sixth Form and Oxbridge; either part-time or with ability to teach some periods in another area preferably History. This would offer opportunities for advancement.
Current roll - 11 - 18 year Gir

INDEPENDENT MATHS
continued

WILTSHIRE

LA RETRAITE CONVENT SCHOOL
Salisbury SP1 3BQ

(300 girls 11 - 18)

HEAD OF MATHEMATICS

Required for September 1984. Graduate to teach Mathematics throughout the school to Entrance. Interest in computer studies and/or Statistics will be an advantage.

Post of responsibility available for suitable applicant.

Further details available from the Headmistress, to whom applications should be sent including a curriculum vitae and name, address and telephone number of two referees. (60417) 183418

Other Assistants

BRISTOL

RADMINTON SCHOOL
Bristol, Avon

GSA Boarding and day. 300 girls 7 - 18

Full time Mathematician required for September to teach throughout the school to university entrance. Cambridge Syllabus D.

An interest in computing or swimming an advantage.

Burnham Scale I.

Apply to the Headmaster with C.V. and 2 referees. (60965) 183424

BUCKINGHAMSHIRE

STOWE SCHOOL
Buckingham

Required for September 1984 a mathematician to teach throughout the school.

Applications or requests for further information to The Headmaster, Stowe School, Buckingham MK18 5EH. (57480) 183484

EAST SUSSEX

ST. BEDE'S SCHOOL
The Dicker, Hailsham, East Sussex

A co-educational school - entry at 11 plus - predominantly boarding - numbers approximately 500 - including substantial and growing Sixth Form.

We require for September a teacher of MATHEMATICS to O and A Level Candidates who can offer physics as a subsidiary subject would be given special but not exclusive consideration. Hockey, rowing, sailing and sailboarding to a very wide programme of extra-curricular activities and particular but not exclusive interest in those will be taken in the Maths in the area of boys' or girls' games. A considerable responsibility within one of the existing houses would be available and thus the post is suitable for a resident.

Applications, with full c.v. and names, addresses and telephone numbers of 2 referees, should be sent to THE BURSAR. (60541) 183484

Other Assistants

GLOUCESTERSHIRE

WYCLIFFE COLLEGE
(B.S.C., Gloucestershire)
(GM 1:1, Co-ed. Sixth Form 95:150)

Maths: (S.M.P.) and Physics required for September 1984. Scale II for graduate. Opportunity for Sixth Form teaching in both specialisms for candidates with Honours Graduate. Understanding of the demands of a boarding school essential, that help with games or extra-curricular activities or desirable. Interview and appointment before the end of this term.

Enquiries and/or applications with curriculum vitae and names, addresses and telephone numbers of two referees to: Headmaster, Wycliffe College, Stonehouse, Glos. GL10 2JQ. Tel: Nailsworth (045 383) 3291. As soon as possible. (60838) 183494

GWENT

MONMOUTH SCHOOL
Monmouth, Gwent NP5 3XP

HMC, 530 boys 11 - 18, boarding and day

Required for September 1984 a graduate to teach Physics throughout the School. The successful teacher will be joining a large, lively department which has enjoyed excellent results at A level for years. Could be suitable as first or second appointment.

Willingness to help with two rugby sides in winter would be an advantage. Monmouth School pays at any scale (improved Burnham).

For further details write to the Headmaster, to whom all applications, together with full curriculum vitae and the names of two referees, should be sent as soon as possible. (57488) 183484

GWENT

HABERDASHERS' MONMOUTH SCHOOL FOR GIRLS
Monmouth, Gwent
Tel: Monmouth 4214
(400 day girls - 200 boarding)
required for September 1984, a well qualified and enthusiastic graduate Mathematician to join a strong department and teach at all levels between 11 and 18 years. The ability to teach A Level Applied Mathematics would be an advantage. All girls are expected to take O Level Mathematics and in the VIth form Mathematics is one of the most popular subjects. Candidates seeking a first appointment will be welcome. For experienced teachers a current Burnham Scale 2 salary is available. A resident, or non-resident, serviced, modern flat may be occupied in exchange for some boarding duties.

Applications, with the names and addresses of three referees, should reach the Head Mistress before 21st March. (543611) 183484

KENT

SEVENOAKS SCHOOL

(900 pupils, including 190 girls in the Sixth Form, going fully co-educational in September)

Required for September 1984, a graduate to teach Mathematics throughout the School to O and A Level. Ability to teach Further Mathematics would be an advantage. Also required for September 1984, a graduate to teach Physics throughout the School to O Level and beyond. Ability to teach Mathematics would be an advantage. Both posts would be very suitable for a teacher entering a first or second appointment. Assistance with accommodation available. Salary above Burnham.

Written applications, together with curriculum vitae and names, addresses and telephone numbers of two referees should be sent to the Headmaster from whom further details may be obtained. (60838) 183624

KENT

THE KING'S SCHOOL
Canterbury

Mathematician required for September 1984 to teach mainly S.M.P. courses. Ability and willingness to take full part in out of school activities will be considered good academic qualifications.

Applications (and phone number) to the Headmaster giving names and addresses and phone numbers of referees, closing date 20th March. (60708) 183424

LEEDS

LEEDS GIRLS' HIGH SCHOOL
Headingley Lane, Leeds LS6 1BN
(Grammar School Foundation)
Tel: Leeds 744000

Required for September 1984 a well qualified and enthusiastic graduate Mathematician to join a lively and flourishing department. Demand for teaching to Advanced Level in University entrance.

Burnham Scale 1. possibility of Scale 2 for suitable applicant.

Applications in writing, together with name, address, telephone numbers of two referees to the Head Mistress, closing date 20th March 1984. (60655) 183432

LONDON

LATYMER UPPER SCHOOL
King Street, London W6 9LA

(Independent, HMC, 1000 boys)

Wanted for September 1984 a Graduate to teach MATHEMATICS throughout the Ordinary, Advanced and Scholarship levels. Boarding accommodation available during term time.

Applications, together with full curriculum vitae and the names of two referees to the Headmaster, Latymer Upper School, London W6 9LR. (57523) 183484

LONDON

THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG

Required in September 1984 a well qualified and enthusiastic graduate to teach Mathematics throughout the School to A Level. Ability to teach Further Mathematics would be an advantage. Also required for September 1984 a graduate to teach Physics throughout the School to O Level and beyond. Ability to teach Mathematics would be an advantage. Both posts would be very suitable for a teacher entering a first or second appointment. Assistance with accommodation available. Salary above Burnham.

Written applications, together with curriculum vitae and names, addresses and telephone numbers of two referees should be sent to the Headmistress from whom further details may be obtained. (60838) 183624

LONDON

THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG

Required in September 1984 a graduate to teach Mathematics part-time for 4 days weekly. A two year contract is available. Ability to teach Further Mathematics would be an advantage. Also required in September 1984 a graduate to teach Physics part-time for 4 days weekly. A two year contract is available. Ability to teach Physics to O Level would be an advantage. Both posts would be very suitable for a teacher entering a first or second appointment. Assistance with accommodation available. Salary above Burnham.

Written applications, together with curriculum vitae and names, addresses and telephone numbers of two referees should be sent to the Headmistress from whom further details may be obtained. (60838) 183624

LONDON SW1

FRANCIS HOLLAND SCHOOL
39 Graham Terrace
Sloane Square, London SW1W 8JF

Required for September 1984, a graduate to teach throughout the school. Ability to teach Further Mathematics would be an advantage. Also required for September 1984, a graduate to teach French and German throughout the school. Ability to teach a second modern language in addition to A Level would be an advantage. Salary Burnham Scale 1 with the possibility of Scale 2 for suitable candidate.

Apply in writing, giving particulars and the names of two referees to the Headmistress. (60704) 183624

LONDON

ST PAUL'S SCHOOL
Lonsdale Road, Barnes, London SW13 9JT

01-748 9163

There will be a vacancy in September 1984 for a graduate German specialist to teach throughout the school, with ability to add (including Advanced Supplementary) or possibly Spanish. Preferred. This is a post offering considerable scope to a candidate with experience, or with initial, well-qualified enthusiasm. Great responsibility will be entrusted to the successful candidate, together with opportunities to play an active part in the development and organisation of the Department and the School.

Salary on Burnham Scale 1 (above Burnham) according to experience, qualifications & accommodation.

For children of established members of staff, a reduction of fees is available at St Paul's School, Colet Court or St Paul's Girls' School.

Applications giving full details of qualifications and the names of two referees should be sent as soon as possible to the High Master. (57477) 183624

LONDON NW3

SOUTH HAMPSTEAD HIGH SCHOOL

3 Maresfield Gardens
Required for September 1984 a well qualified graduate to teach Mathematics throughout the Upper School. There will be a full share of class teaching up to 'O' and 'A' level and willingness to undertake Games duties is also essential.

Applications, together with curriculum vitae and names and addresses of two referees, should be sent to the Headmistress, Miss Mary Green, South Hampstead High School, 3 Maresfield Gardens, London NW3 5SS. (57578) 183624

RUTLAND

UPPINGHAM SCHOOL
MUSIC DEPARTMENT
PIANO SPECIALIST

A first-class pianist is required in September 1984 for a full time appointment to join seven other full time staff in this a flourishing music department. Accompaniment will be an important part of the job therefore there will be opportunities to take a full part in both the musical activities and the social life of the School. The School has its own salary scale.

Applications together with full curriculum vitae and the names and addresses of two referees should be sent to the Director of Music, Raish Allwood, Uppingham School, Uppingham, Rutland LE15 9QU. (60142)

183824

SURREY

KINGSTON GRAMMAR SCHOOL

(HMC 570 Boys and Girls)

Required for September 1984 a well-qualified graduate to take part-time post (at present full-a-week/timetable). The successful candidate will be required to teach class Maths/Physics in Lower School and some 'O' and 'A' Level as are also must be an accomplished keyboard player and accompanist and will also be responsible for running the Junior Orchestra. Other instrumental experience will be necessary.

Applications, with curriculum vitae and names and addresses of two referees, as soon as possible to The Headmaster, Kingston Grammar School, 70 London Road, Kingston upon Thames KT2 6PY, from whom further details may be obtained. (57581) 183824

HERTFORDSHIRE

BISHOP'S STORTFORD COLLEGE

H.M.C. Boys, Boarding and Day (plus 30 Sixth Form girls)

Vacancy in September, 1984 for resident music staff with possibilities of assistant directorship of music for the right candidate. Ability to carry popular responsibilities for Junior School Music and Choir. Experience of conducting/flair for an enthusiast to play an important part in all areas of the School's musical life and teaching.

Organist essential : preference given to a candidate with additional orchestral instrument and choral experience.

Apply by letter with curriculum vitae and the names and addresses of two referees to The Headmaster, Bishop's Stortford College, Bishops Stortford, Herts. CM23 2QZ. (57589) 183824

HERTFORDSHIRE

ST. ALBANS HIGH SCHOOL FOR GIRLS
(G.P.S. 650 girls)

Required for September 1984: well qualified graduate mistress to teach Physics throughout the school to 'A' level. Ability to teach Chemistry essential. Part time appointment (4 days/timetable). While could be a full time appointment if desired. Post combined with suitable subsidiary subject. The School has a strong musical tradition and there is an opportunity to join the orchestra and a strong musical ensemble. Superannuation and London Fringe Allowance.

Applications with full details and names and addresses of two referees to Headmistress. (57686) 183824

Other Assistants

BERKSHIRE

DOLPHIN SCHOOL
Nr. Thurst, Berks.

Co-educational Day School for 3 - 13 yrs.

Small classes, bright children

All staff play a full-part in field trips and extra-curricular activities.

Applications to the Headteacher with names of 2 referees are invited for the following post.

Required in September 1984, a graduate to teach French throughout the school including University entrance. Ability to offer a second language would be an advantage.

This is a post offering scope to well-qualified and enthusiastic beginning experienced candidate. Alternatively candidate seeking a first appointment will be seriously considered.

Willingness to participate in the full activities of the school and assist with games and extra-curricular activities essential. Good testimonial and reference.

Apply in writing to the Headmaster, giving curriculum vitae, and names, addresses and telephone numbers of two referees. Please mark envelope "French" Dolphin School, Tannick Lane, Thurst, Berks. RG12 4TH. Co-ed (57618) 183624

CARDIFF

HOWELL'S SCHOOL
Llandaff

In association with GPDST
Independent Day School
(350 girls 11 - 18)

Required for September 1984, a good honours graduate with experience and/or interest in the teaching of French throughout the school to 'A' level and Oxbridge entrance. This is a thriving department with a keen and practical interest in new developments, as well as with a communicative approach. A specialist Candidate should state if they are able to offer a second language. Burnham Scale II post.

Apply by letter, no forms, to the Headmistress, giving curriculum vitae and names and addresses of two referees. (60563) 183624

CORNWALL

TRURO SCHOOL
Cornwall TR1 1TH

(H.M.C. Independent Day and Boarding School for 1100 boys including Sixth Form.

Required for September 1984, a Graduate to teach French throughout the School including University Entrance. Ability to offer a second language would be an advantage.

This is a post offering scope to well-qualified and enthusiastic beginning experienced candidate. Alternatively candidate seeking a first appointment will be seriously considered.

Willingness to participate in the full activities of the school and assist with games and extra-curricular activities essential. Good testimonial and reference.

Apply in writing to the Headmaster, giving curriculum vitae, and names, addresses and telephone numbers of two referees. Please mark envelope "French" Truro School, Truro, Cornwall TR1 1TH. Co-ed (57618) 183624

CROYDON

WHITGIFT SCHOOL
Croydon

(HMC 860 Boys)

Required in September 1984 graduate French teacher throughout to teach FRENCH throughout the School to 'A' Level. The person appointed will be offered a substantial share in the teaching of GERMAN. Scope for a lively approach. Candidates interested in establishing links with schools in France willingness and ability to participate in games and/or other activities outside the classroom important requirement.

Salary on Whitgift Scale 1 (above Burnham) according to qualifications, experience & accommodation.

Apply immediately to the Headmaster, Whitgift School, Croydon CR9 5AT, enclosing curriculum vitae and names, and addresses of two referees. (60102) 183624

DEVON

ALLHALLOWS SCHOOL
Rousdon, Nr. Lyme Regis

(HMC 270 pupils mainly boarding with Sixth Form Girls)

Required for September 1984, a graduate to teach MODERN LANGUAGES (French and German) throughout the School to A level. Ability to teach minor subjects would be an important asset. The successful candidate for this post would be very suitable for a teacher entering a first or second appointment. Assistance with accommodation available. Salary above Burnham.

Written applications, together with curriculum vitae and names, addresses and telephone numbers of two referees should be sent to the Headmaster from whom further details may be obtained. (60838) 183624

ESSEX

BRENTWOOD SCHOOL
Essex CM15 8AS

Required for September 1984 Modern Linguist to teach FRENCH and GERMAN to O Level.

Further details available on application to the Headmaster, The Head Master's Secretary, Brentwood School, Essex CM15 8AS. (60330) 183624

GLOUCESTER

THE KING'S SCHOOL
Independent (GHMIS)
Cathedral
400 Boys 11 - 18 Boarding and Day

Required in September a graduate to teach French and some German in the Junior School. Help with games and other activities will be an advantage.

Accommodation may be available. Burnham Scale.

Applications with curriculum vitae and the names of two referees to the Headmaster, The Precincts, Gloucester GL1 2BG. (60690) 183624

KENT

SEVENOAKS SCHOOL

(900 pupils, including 190 girls in the Sixth Form, going fully co-educational in September)

Required for September 1984, a well-qualified Modern Linguist to teach FRENCH, or GERMAN within a large and forward-looking Department. The successful applicant may be offered, in addition, to A Level work, teaching for the International Baccalaureate. There will be opportunities to play an active part in the development and organisation of the Department and the School. Salary Burnham Plus and accommodation available.

Details from the Headmaster's Secretary, Sevenoaks School, Kent TN13 1HU. Applications should be accompanied by the names, addresses and telephone number of referees. (60838) 183624

LIVERPOOL

HUYTON COLLEGE
Huyton, Liverpool L36 5XQ
Tel: 051-489 2103

(Independent Day and Boarding School for Girls)

Required for September 1984 a graduate to share in the teaching of French throughout the senior school (60 periods per week) and to be responsible for a senior boarding house (34 girls).

Burnham Scale. Superannuation.

Apply in writing to the Headmistress giving full curriculum vitae and naming two referees. (57378) 183624

LONDON SW1

FRANCIS HOLLAND SCHOOL
39 Graham Terrace
Sloane Square, London SW1W 8JF

Required for September 1984, a graduate to teach throughout the school. Ability to teach Further Mathematics would be an advantage. Also required for September 1984, a graduate to teach French and modern languages in addition to either Spanish or German. London Burnham scale.

Apply in writing, giving particulars and the names of two referees to the Headmistress. (60704) 183624

LONDON

ST PAUL'S SCHOOL
Lonsdale Road, Barnes, London SW13 9JT

01-748 9163

There will be a vacancy in September 1984 for a graduate German specialist to teach throughout the School, with ability to add (including Advanced Supplementary) or possibly Spanish. Preferred. This is a post offering considerable scope to a candidate with experience, or with initial, well-qualified enthusiasm. Great responsibility will be entrusted to the successful candidate, together with opportunities to play an active part in the development and organisation of the Department and the School.

Salary on Whitgift Scale 1 (above Burnham) according to qualifications, experience & accommodation.

For children of established members of staff, a reduction of fees is available at St Paul's School, Colet Court or St Paul's Girls' School.

Applications giving full details of qualifications and the names of two referees should be sent as soon as possible to the High Master. (57477) 183624

LONDON

THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG

Required in September 1984 a graduate to teach Mathematics throughout the School to A level. Ability to teach Further Mathematics would be an advantage. Also required for September 1984 a graduate to teach Physics throughout the School to O Level and beyond. Ability to teach Mathematics would be an advantage. Both posts would be very suitable for a teacher entering a first or second appointment. Assistance with accommodation available. Salary above Burnham.

Written applications, together with curriculum vitae and names, addresses and telephone numbers of two referees should be sent to the Headmistress from whom further details may be obtained. (60838) 183624

MARLBOROUGH

MARLBOROUGH COLLEGE
Wiltshire

(750 boys aged 13 - 18: 100 girls aged 16 - 18)

Required for one year from September 1984, a graduate to teach FRENCH up to university entrance standard. Applications with curriculum vitae and names and address and telephone number of referees should be sent to the Master, Marlborough College, Wiltshire SN8 1PA (Tel: 0672 515501) (57961) 183624

NORTHAMPTONSHIRE

FALCON MANOR
Towcester, Northants
Co-ed Boarding School 11 - 18

Required September qualified and experienced teacher of French to O Level, ability to help with games an advantage. Salary Burnham Scale 1, with the possibility of Scale 2 later.

Apply with C.V. and references to the Headmaster. (60102) 183624

OLDHAM

THE HULME GRAMMAR SCHOOL
OLDHAM OL8 4BX

A graduate required for September to teach German throughout the school to A level. Ability to teach French to O level would be an advantage as would be the willingness to help with out of school activities. Scale post available for suitable candidate.

Applications with the names of two referees to the Headmaster from whom further details may be obtained. (57615) 183624

WARWICKSHIRE

WARWICK SCHOOL

(H.M.C.: Assisted Places: 800 boys 11 - 18 years)

Required for September 1984 a Graduate to teach French and/or German throughout the school including A/S/O level work. The department consists of 6 teaching in a purpose built block and has a large library of stories and resources available.

Salary is Burnham with Warwick school allowance. Scale post for an experienced teacher.

Further details may be obtained from the Headmaster.

Applications should be addressed to the Headmaster, giving details of qualifications and experience and names and addresses of two referees by Wednesday, 21st March.

Warwick School, Warwick CV34 6PP. Tel: (0926) 492484 (57817)

WILTSHIRE

WARMINSTER SCHOOL

Required in September to Honours graduate to teach English, part or full time new post to start September 1984 and to take pupils to 'A' level in one course. In the Spanish teaching will be limited, so applicants should offer a second subject.

but readiness to contribute activities will be a strong requirement and the post could be resident for a couple who would dedicate their private lives to supporting the boarding community.

Further details from The Headmaster, Warminster School, to whom applications with curriculum vitae and names of two referees should be sent as soon as possible. (57049) 183624

INDEPENDENT EDUCATION
continued

Music

Heads of Department

EAST SUSSEX

ST MARY'S HALL
Brighton

(GSA Independent Public School for Girls (approx. 380) required for September 1984, a well qualified Director of Music. Burnham Scale 3, plus Government Superannuation.

Apply in writing with curriculum vitae and names and addresses of two referees to the Headmistress, St Mary's Hall, Brighton, East Sussex BN2 3JF. (57034) 183818

EDINBURGH

ST DENIS AND CRANLEY SCHOOL

Independent Day and Boarding School for Girls

HEAD OF MUSIC

Required in September 1984, a highly qualified person to teach class music to 12 Higher Grade and GCE candidates. Lavish resources the work of a busy department.

There is considerable interest and enthusiasm for music in the school, at 13 visiting instrumental tutors and the choir has two choirs and junior and junior orchestra.

Salary according to Scottish Teachers' Salary Scale.

Applications with curriculum vitae and the names of two referees to the Headmistress, St Denis & Cranley School, 5 Eyrick Gardens, Edinburgh, EH10 5PD. Tel: 031-229 1500. (57643) 183818

HERTFORDSHIRE

BOY'S HILL
Nr Hempstead

Music Director required September 1984 this Girls' boarding/day School - preferably with Burnham Scale 1. Interest in Folklore, Glees, Chapel Choir, hence full.

Apply in writing, with curriculum vitae and names and addresses of two referees to The Headmistress, Aspley Heath, Bunkers Lane, Hemel Hempstead, Herts. HP3 8RP. (57585) 183818

LONDON

ST MARY'S COLLEGE
(RC Formerly D.G. 11 - 18 Boarding)

Required for September 1984 a well qualified graduate teacher as DIRECTOR OF Music to teach throughout the school to cover 'A' level work. Ability to have overall responsibility (for visiting instrumental) teachers and to work with choir with music in Roman Catholic liturgy essential. Part time appointment (4 days/timetable). While could be a full time appointment if desired. Post combined with suitable subsidiary subject. The School has a strong musical tradition and there is an opportunity to join the orchestra and a strong musical ensemble. Superannuation and London Fringe Allowance.

Applications with full details and names and addresses of two referees to Headmistress, 107 Clapham Park Road, London SW4 7DE. (60669) 183818

Other Assistants

BERKSHIRE

ST GEORGE'S SCHOOL
Ascot

Required in September, full-time musician to teach piano and assist with accompanying. Ability to teach organ an advantage. Possibility of some class teaching. Burnham Scale 1.

Applications with full curriculum vitae and names and addresses of two referees to the Headmistress (57643) 183824

ESSEX

FELSTED SCHOOL

An experienced MUSIC teacher is required for September 1984 as a member of the Felsted School Music Department, to be run in the Preparatory School for Boys. The music is flourishing, and the successful applicant must be a good choir trainer and keyboard player and able to train the orchestra. The Felsted Junior School Choir is of very high standard and for several years has toured various parts of Europe. Part time appointment with possibility of full time appointment. While no previous experience is essential, combined with an appropriate qualification, a degree in music would be welcomed. Salary will be in accordance with qualifications and experience, including a contribution to a contributory pension scheme. Assistance with accommodation may be available. Applications, with full curriculum vitae and the names and addresses of two referees, should be sent to the Director of Music, Felsted School, Dunmow, Essex CM6 3LL. (57729) 183824

FIFE

ST. LEONARDS SCHOOL
St Andrews, Fife

Required in September 1984 FULL-TIME TEACHER OF PIANO.

Graduate diploma preferred. Should be second study pianist of sufficient standard to accompany advanced pupils.

Please apply to the Headmistress with curriculum vitae and the names of two referees. (60344) 183824

HERTFORDSHIRE

BISHOP'S STORTFORD COLLEGE

H.M.C. Boys, Boarding and Day (plus 30 Sixth Form girls)

Vacancy in September, 1984 for resident music staff with possibilities of assistant directorship of music for the right candidate. Ability to carry popular responsibilities for Junior School Music and Choir. Experience of conducting/flair for an enthusiast to play an important part in all areas of the School's musical life and teaching.

Organist essential : preference given to a candidate with additional orchestral instrument and choral experience.

Apply by letter with curriculum vitae and the names and addresses of two referees to The Headmaster, Bishop's Stortford College, Bishops Stortford, Herts. CM23 2QZ. (57589) 183824

HERTFORDSHIRE

ST. ALBANS HIGH SCHOOL FOR GIRLS
(G.P.S. 650 girls)

Required for September 1984: well qualified graduate mistress to teach Physics throughout the school to 'A' level. Ability to teach Chemistry essential. Part time appointment (4 days/timetable). While could be a full time appointment if desired. Post combined with suitable subsidiary subject. The School has a strong musical tradition and there is an opportunity to join the orchestra and a strong musical ensemble. Superannuation and London Fringe Allowance.

Applications with full details and names and addresses of two referees to Headmistress. (57686) 183824

WARWICK

THE KING'S HIGH SCHOOL FOR GIRLS
Warwick CV34 4HJ

(Independent Day School. 530 girls, 150 in Sixth Form)

Required for September, 1984 a graduate with G.C.E. 'O' and 'A' Level work, to take classes in chemistry, orchestra etc. and some individual lessons, either piano or woodwind. Preference given to a beginner seeking first post.

Applications (no forms) with curriculum vitae and names and addresses of two referees to the Headmistress. (57686) 183824

Pastoral

Other Assistants

DEVON

STOVER SCHOOL
Newton Abbot, Devon

Required for September 1984. Resident non-teaching Housemistress to take charge of the Senior House of 60 girls aged 14 - 17 years.

An interest in Library organisation and/or Duke of Edinburgh Award Scheme would be an advantage.

Please apply in writing to the Head Mistress. (57319) 184084

ESSEX

PASTORAL CARE

Required September for Independent Roman Catholic Convent Boarding and Day School for 800 girls, run by the Canonesses Regular of the Holy Sepulchre, Assistant Housemistress/Pastoral Tutor for 11 - 16 age group offering ability to teach in one of the following areas: Drama, German, Mathematics, Religious Education, or other ancillary help.

Applications to: The Headmistress, New Hall School, Boreham, Chelmsford CM3 3HT. (57567) 184084

WARWICK

THE KING'S HIGH SCHOOL FOR GIRLS
Warwick CV34 4HJ

(Independent Day School. 530 girls, 150 in Sixth Form)

Required for September, 1984 graduate with G.C.E. 'O' and 'A' level passes, to take responsible post as House Tutor of one of the 11 - 16 age group offering ability to teach in one of the following areas: Drama, German, Mathematics, Religious Education, or other ancillary help.

Applications to: The Headmistress, The King's High School for Girls, Warwick CV34 4HJ. (57686) 184084

LIVERPOOL

HUYTON COLLEGE
Huyton, Liverpool L36 5XQ
Tel: 051-489 2103

(Independent Day and Boarding School for Girls)

Required for September 1984, a resident SCHOOL NURSE/MATRON to be responsible for a House of 24 girls (11 - 16 age group offering ability to teach in one of the following areas: Drama, German, Mathematics, Religious Education, or other ancillary help.

Applications to: The Headmistress, Huyton College, Huyton, Liverpool L36 5XQ. (57686) 184084

Physical Education

Heads of Department

DEVON

EDGEHILL COLLEGE
Bideford, Devon

Required in September 1984 a Head of Physical Education. Edgehill is an independent but non-selective day and boarding school for girls; our sports include hockey, netball, cross country, gymnastics, tennis, rounders, swimming and athletics. Applicants should also be interested in other outdoor activities and the Duke of Edinburgh Award Scheme.

Applications should be made, in writing, to the Headmistress, giving curriculum vitae and the names of two referees. (60160) 184218

FIFE

ST. LEONARDS SCHOOL
St Andrews, Fife

(Boarding school for 480 girls aged 11 - 18). Major sports lacrosse, hockey and tennis)

HEAD OF DEPARTMENT

PHYSICAL EDUCATION

Required for September 1984.

Burnham scale III post; Government superannuation.

Please apply to the Headmistress with curriculum vitae and the names and addresses of two referees. (60250) 184218

LONDON

KING'S COLLEGE SCHOOL
Wimbledon Common
London SW19 4TT

1000 boys aged 8 - 18. I.A.P.S. and H.M.C.

The School wishes to appoint a sports master/mistress to encourage and organise all Main sports currently completed sports and The post entails a P.E. and games responsibility, as a member of the P.E. Department, but also involves the development of both school and community use of the Sports Hall as well as the existing sports facilities of the School. The teaching commitment will be approximately a half teaching timetable.

This is an opportunity ideally suited to a candidate with some PE experience or background who would like to apply his talents and skills to management of an important new development.

The salary will be not less than Burnham Scale 2 but negotiable according to the qualifications and experience of the successful candidate. School accommodation will be available and there is also the possibility of a housing loan.

Applicants, including the names of two referees, should be addressed to the Headmaster's Secretary, King's College School, Southside, Wimbledon SW19 4TT, 01-947 5371 from whom further particulars may also be obtained. (60458) 184218

Other Assistants

GLOUCESTERSHIRE

Cheltenham Ladies' College required September 1984 a graduate with a qualified Physical Education teacher to share in the work of a large department. The successful candidate would be expected to help with all aspects of Physical Education activities with a special interest in Lacrosse and Tennis. Burnham Scale 1; non-resident.

Please apply to the Principal, Ladies' College, Bayshill Road, Cheltenham GL50 3AZ, giving full curriculum vitae and the names and addresses of two referees. (60250) 184294

Carmel College
(Oxfordshire)

RESIDENT SENIOR HOUSEMISTRESS

Required for September 1984 to take responsibility for the running of the girls' houses at this independent Jewish co-educational boarding school. There are 73 girls on roll. Pastoral and organisational skills founded on appropriate experience are central to this post, but an ability to teach in one of the following subject areas would be helpful: English, Mathematics, Computer Studies, Physical Education and Art. Prospective candidates are invited to visit the school.

Salary: generous Burnham according to qualifications and experience. Accommodation is provided.

Please write in application, including curriculum vitae and the names and addresses of two referees to: The Headmaster, Carmel College, Wallingford, Oxon OX10 8BT. (2281)

CITY OF LONDON FREEMEN'S SCHOOL
Ashtead Park, Surrey
Co-educational day and boarding school: 540 on roll.

TEACHER OF BOY'S PHYSICAL EDUCATION

Vacancy in September for qualified Teacher of Boys' Physical Education. Main games — rugby, cricket. Salary related to Burnham Scale 1 with allowances. Possibility of flat to rent.

For forms and further details please apply to the Headmaster. (9298)

ST EDMUND'S SCHOOL
CANTERBURY (HMC IAPS)

An enterprising and enthusiastic

DIRECTOR OF MUSIC

is required for this 460 strong co-educational school – age range 8/18 – incorporating the choristers of Canterbury Cathedral. Every encouragement will be given to an ambitious director who can enchance the high musical reputation of the school, and the salary offered will reflect the importance attached to the post.

Applications with full c.v. and the names of three referees, should be sent to the Headmaster, St Edmund's School, Canterbury, CT2 8HU, from whom further details may be obtained. (5272)

Moira House
EASTBOURNE

ASSISTANT TEACHER IN P.E. DEPARTMENT

We wish to appoint an assistant teacher in the Physical Education Department from September 1984.

The present holder of the post joined us from Chelsea College two years ago and has had a very successful period in office. She now leaves us to take up an appointment with her family business.

The Physical Education department is run by a Head of Department with one full-time Assistant, which is the post being advertised. Other members of the Common Room assist with extra-curricular activities, such as squash, badminton, tennis and judo.

The main components of the P.E. curriculum are hockey, netball, tennis, rounders, athletics, gymnastics, dance, refereeing and trampolining. The department has had representation at County level in a variety of sports, with notable success in hockey. At Under 19 and 1st XI levels the school has represented Sussex at the Southern Counties Tournament on three occasions.

We are seeking to appoint a teacher who can contribute significantly to netball, dance and gymnastics. The post is Burnham Scale I with suitable incremental for qualifications and experience, D.E.S. Superannuation.

Interviews will be held on Monday, 19 March.

Application, with full cv and the names and addresses of two referees, should be made by letter to the Headmaster's Secretary, from whom further details are obtainable. In your letter of application please specify how you feel you can contribute to the netball, dance and gymnastic areas of the P.E. curriculum.

MOIRA HOUSE SCHOOL
EASTBOURNE
EAST SUSSEX BN20 7TE Tel: (0323) 644144 (2548)

KING'S COLLEGE SCHOOL SW19

wishes to appoint

A Sports Hall Manager

from 1st September 1984

For details, see adjacent advertisement under PE. Salary not less than Burnham Scale 2. Accommodation available. (2277)

INDEPENDENT PE

continued

LONDON

MILL HILL SCHOOL
London NW7
Tel: 01-959 1176
REQUIRED FOR SEPTEMBER 1984 a well qualified specialist to teach P.E., including gymnastics and usual games. Duties include boarding.
Further details available from the Headmistress, to whom applications should be sent as soon as possible to the Head Master from whom further particulars may be obtained. (60059). 184224

STAFFORDSHIRE

SCHOOL OF S. MARY AND S. ANNE
Abbots Bromley, Rugeley, Staffs.
Full-time P.E. Specialist (Hockey/Lacrosse and Tennis) with active interest in boarding school life required in September, 1984. Accommodation available.
Apply: Headmistress with full c.v. and the names of two referees. (64808) 184222

SURREY

SUTTON HIGH SCHOOL
55 Cheam Road, Sutton, Surrey
Required in September 1984 ASSISTANT TEACHER of PHYSICAL EDUCATION to share in teaching of hockey, netball, tennis, gymnastics throughout the School. Particular interest in hockey welcome. School has own Sports Hall and Swimming Pool. Temporary post in the first instance, occasioned by confinement of mistress.
Apply by letter, including curriculum vitae and two referees and two referees, to the Headmistress. (57351) 184224

Religious Education

Heads of Department

BEDFORDSHIRE

BEDFORD MODERN SCHOOL
B.M.C. Independent Day and Boarding (1350 boys
required for September 1984, a graduate teacher to take charge of the teaching and organisation of Religious Education throughout the School. An ordained applicant could also be considered for the post of Chaplain. A suitable candidate could be offered a Scale III Burnham post.
Help with school fees and private medical insurance available.
Further details of the post may be obtained from the Headmaster, to whom applications with the names of two referees should be addressed (no forms) at Bedford Modern School, Manton Lane, Bedford MK41 7NT. Bedford 64331. (60054) 184418

BERKSHIRE

ST. MARY'S CONVENT
Ascot, Berkshire
Independent Roman Catholic School for Girls 10 - 18. 70 in Sixth Form.
Required for September 1984, a graduate to teach R.E. to 'A' level preferably with Oxbridge experience.
The applicant must be a Roman Catholic.
The post could be residential with or without boarding duties. Burnham Scale paid.
Applications with C.V. and the names, addresses and telephone numbers of two referees should be sent to the Headmistress to whom all enquiries should be made. (60592) 184818

WEST SUSSEX

SHOREHAM COLLEGE
(Independent Day & Boarding School, 800 pupils 11 - 18)
Required for April or September, A graduate to take charge of CHEMISTRY and to teach the subject up to 'A' Level. Ability to teach Computer Studies to 'O' Level an advantage but also a willingness to help with extra-curricular activities and boarding school life. Well-equipped laboratories. Burnham Scale for suitably qualified applicant.
Applications with c.v. and names of 2 referees to: Headmaster, Shoreham College, St. Julian's Lane, Shoreham-by-Sea, Sussex BN4 5YW. (57588) 184818

Other Assistants

BATH

BATH HIGH SCHOOL
(GPDST)
Hope House, Lansdown, Bath
Required September 1984 well qualified graduate to organise and teach Physics throughout the school to A' Level and University/Standard/Entrance. Suitable applicant may be considered for the post of Head of Science.
Application in writing with names of referees to the Headmistress at the above address. (57802) 184824

BELFAST

CAMPBELL COLLEGE
CHEMISTRY TEACHER
required for September 1984 appointment of the present incumbent to be Head of Department elsewhere).
Further details available from the Headmaster's Secretary.
Applications, in good typed form, and not later than MARCH 30th to the Headmaster's Secretary, Campbell College, Belfast BT4 2ND. (57451) 184824

BERKSHIRE

HEATHFIELD SCHOOL
Ascot
(Independent boarding for 165 girls)
Seeks a teacher of Physics and Chemistry to assist in September 1984. The ideal candidate would be a young full-time graduate who is able to offer both subjects to 'O' and 'A' Level. The other skill or part-time combinations will be considered.
Applications together with c.v. and the names and addresses of two referees should be sent to the Headmistress at the school. (57349) 184824

BLACKPOOL

ARNOLD SCHOOL
Blackpool
(Co-educational 740 pupils
Required for September 1984, due to the expansion in the teaching of Electronics, a graduate to teach Physics throughout the School. Ability and willingness to teach some Maths and/or Computer Science an advantage. Burnham Scale dependant on qualifications and experience. Willingness to assist with Games and extra-curricular activities essential.
Application Form and further details from the Headmaster's Secretary. (0253) 46581. (57540) 184824

BRISTOL

BRISTOL GRAMMAR SCHOOL
Bristol
ex Direct Grant, Independent,
Co-educational
1,000 pupils (11 - 18)
Required for September 1984, a graduate Physicist to teach Physics throughout the School, including a share in Sixth Form work. Present holder appointed to Head of Department post.
Salary Burnham Scale 1 or 2 according to qualifications and experience. Later appointment considered.
Willingness to assist with games especially rugby or extra curricular activities welcomed.
Applications with c.v. and the details of 3 referees to the Headmaster, Bristol Grammar School, Clifton Road, Bristol BS8 1SR. Tel: Bristol (0272) 738006. (57808) 184824

CORNWALL

THE DUCHY GRAMMAR
Treyve, Truro, Cornwall
INDEPENDENT CO-EDUCATIONAL DAY AND BOARDING
Required in September, 1984: Well qualified PE/RICS graduate capable of teaching at all levels including University entrance level. Some experience is desirable.
Willingness to play a full part in the extra-curricular life of this busy boarding school is an essential requirement of the post. Scale 1 post.
Preference will be given to an ordained priest of the Church of England.
Apply in writing to The Headmaster enclosing a current c.v. and the names of two referees. (57422) 184824

LONDON

BATH ACADEMICAL & CLASSICAL SCHOOL
15 Montpelier Road, Brixton Hill, London SW2 1NS
Requires Physics/Chemistry teacher for September.
CV required. (60418) 184824

HERTFORDSHIRE

HABERDASHERS' ASKE'S SCHOOL
Elstree, Borehamwood, Herts. WD6 3AJ
Tel: 01-207 4323
(HMC - Independent - 1300 boys - 300 in Sixth)
Required for September 1984 a graduate to teach CHEMISTRY throughout the school to 'O' and 'A' Level. As one of three Science specialists, would suit either a new entrant to the profession or a young teacher seeking broader experience. The Science Block offers a stimulating academic environment and excellent facilities will provide many opportunities for the development of individual talents.
Willingness to help with games, eg. Canoeing, Rugby, Cricket would be an advantage.
Salary generously based on Burnham with good London Scale. Possibility of superannuation and free fares allowance.
Removal expenses paid within limits.
Application in full tabulated c.v. and names of referees to the Headmaster. (57439) 184824

HERTFORDSHIRE

ALDENHAM SCHOOL
Elstree, Herts, WD6 3AJ
(Tel: Radlett (09276)
Required for September 1984, a graduate to teach CHEMISTRY to 'O' and 'A' level work available in the Sixth Form). The candidate should be an enthusiastic teacher willing to take on an active role in the life and plan facility within the Physics department, in this small boarding school.
There could be an opportunity for the right candidate to become Head of department in due course.
Single and married accommodation available.
Salary negotiable according to experience, and above Burnham.
Further details available from Headmaster, to whom together with c.v. and names of 2 referees, should be sent. (64901) 184824

ISLE OF WIGHT

RYDE SCHOOL
Isle of Wight
H.M.C.
Required in September 1984 a young Honours graduate to teach Physics throughout the school. An ability to teach MATHEMATICS as a subsidiary subject is desirable. Part in extra-curricular activities will be an added recommendation. Burnham scale.
Applications with curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Ryde School, Ryde, Isle of Wight PO33 3BE from whom further details may be obtained. (57871) 184824

KENT

SEVENOAKS SCHOOL
(800 pupils, including 120 girls in the Sixth Form, going fully co-educational in September).
Required for September 1984, A PHYSICIST to teach in a large and lively department at all levels up to Oxbridge Scholarship standard. Experience preferred. Ability to help with Computing, Radio, Electronics, Computing, Projects, Research and/or sport also welcomed. Salary above Burnham (and help with housing).
Details from the Headmaster, Richard Sutton, Sevenoaks School, Kent TN13 1HU. Applications should be accompanied by the names, addresses and telephone number of two referees. (60255) 184824

LONDON

KING'S COLLEGE SCHOOL
SW19
H.M.C. 630 boys 13 - 18
Required for September 1984 a graduate to teach BIOLOGY throughout the School including the Sixth Form. This is a post which will suit a well qualified candidate direct from university or a graduate with experience who would welcome the opportunity to work in a large and flourishing department.
Candidates should indicate their interests in games and extra curricular activities. A willingness to assist with the running of the C.C.F. would be an added qualification for this post.
Salary not less than Burnham Scale (plus London Allowance). There is no possibility of school accommodation. The School has a housing loan scheme to assist with house purchase.
Applications, together with full curriculum vitae and the names and addresses of two referees, should be sent to the Head Master, The Salient School, Southside, Wimbledon Common, SW19 4TT, from whom further particulars may be obtained. (60500) 184824

LEICESTERSHIRE

UPPINGHAM SCHOOL
Uppingham, Oakham, Rutland LE15 9QD
Required for September 1984: (i) A suitably qualified graduate to teach Physics at all levels and the possibility of taking charge of the department in due course).
(ii) a suitably qualified graduate to teach Chemistry to A level.
Applications together with full curriculum vitae and the names and addresses of two referees should be sent to the Headmaster from whom further details may be obtained. (57908) 184824

LONDON

CITY OF LONDON SCHOOL
Required for summer term 1984 for qualified teacher of CHEMISTRY, on a temporary appointment. To teach throughout the school up to O Level, with the option of A Level work. The post could become permanent.
Further details can be obtained from the Headmaster, City of London School for Girls, Carmelite Street, London EC4Y 0DR, to whom application should be made with curriculum vitae and the names of two referees. (57351) 184824

LONDON

THE HELLENIC COLLEGE
67 Pont Street, London SW1X 0BD
Required for September, an experienced Biology teacher to continue the development of 'O' level studies and 'A' level course as soon as possible. The Hellenic College is a small but expanding school in the Greek community of London and for Greeks from overseas. Ability, initially to teach another subject an advantage.
Applications with c.v. and the names of two referees to the Headmaster. (60155) 184824

Science

Heads of Department

OXFORDSHIRE

SCHOOL OF S. HELEN AND S. KATHARINE
Abingdon, Oxon
(Former direct-grant school, 460 girls; 140 in 6th forms)
Required September, good honours graduate, head of Physics, to take charge of the subject and to share in the teaching of Advanced level and Oxbridge entrances.
Strong science and mathematics departments in this catchment area of AERE (Culham) and Oxford University.
Particulars from the Headmistress to whom applications with curriculum vitae and names and addresses of two referees should be made. (60592) 184818

WEST SUSSEX

SHOREHAM COLLEGE
(Independent Day & Boarding School, 800 pupils 11 - 18)
Required for April or September, A graduate to take charge of CHEMISTRY and to teach the subject up to 'A' Level. Ability to teach Computer Studies to 'O' Level an advantage but also a willingness to help with extra-curricular activities and boarding school life. Well-equipped laboratories. Burnham Scale for suitably qualified applicant.
Applications with c.v. and names of 2 referees to: Headmaster, Shoreham College, St. Julian's Lane, Shoreham-by-Sea, Sussex BN4 5YW. (57588) 184818

Other Assistants

BATH

BATH HIGH SCHOOL
(GPDST)
Hope House, Lansdown, Bath
Required September 1984 well qualified graduate to organise and teach Physics throughout the school to A' Level and University/Standard/Entrance. Suitable applicant may be considered for the post of Head of Science.
Application in writing with names of referees to the Headmistress at the above address. (57802) 184824

BELFAST

CAMPBELL COLLEGE
CHEMISTRY TEACHER
required for September 1984 appointment of the present incumbent to be Head of Department elsewhere).
Further details available from the Headmaster's Secretary.
Applications, in good typed form, and not later than MARCH 30th to the Headmaster's Secretary, Campbell College, Belfast BT4 2ND. (57451) 184824

BRISTOL

BRISTOL GRAMMAR SCHOOL
Bristol
ex Direct Grant, Independent,
Co-educational
1,000 pupils (11 - 18)
Required for September 1984, a graduate Physicist to teach Physics throughout the School, including a share in Sixth Form work. Present holder appointed to Head of Department post.
Salary Burnham Scale 1 or 2 according to qualifications and experience. Later appointment considered.
Willingness to assist with games especially rugby or extra curricular activities welcomed.
Applications with c.v. and the details of 3 referees to the Headmaster, Bristol Grammar School, Clifton Road, Bristol BS8 1SR. Tel: Bristol (0272) 738006. (57808) 184824

CORNWALL

THE DUCHY GRAMMAR
Treyve, Truro, Cornwall
INDEPENDENT CO-EDUCATIONAL DAY AND BOARDING
Required in September, 1984: Well qualified PE/RICS graduate capable of teaching at all levels including University entrance level. Some experience is desirable.
Willingness to play a full part in the extra-curricular life of this busy boarding school is an essential requirement of the post. Scale 1 post.
Preference will be given to an ordained priest of the Church of England.
Apply in writing to The Headmaster enclosing a current c.v. and the names of two referees. (57422) 184824

LONDON

BATH ACADEMICAL & CLASSICAL SCHOOL
15 Montpelier Road, Brixton Hill, London SW2 1NS
Requires Physics/Chemistry teacher for September.
CV required. (60418) 184824

HERTFORDSHIRE

ALDENHAM SCHOOL
Elstree, Herts, WD6 3AJ
(Tel: Radlett (09276)
Required for September 1984, a graduate to teach CHEMISTRY to 'O' and 'A' level work available in the Sixth Form). The candidate should be an enthusiastic teacher willing to take on an active role in the life and plan facility within the Physics department, in this small boarding school.
There could be an opportunity for the right candidate to become Head of department in due course.
Single and married accommodation available.
Salary negotiable according to experience, and above Burnham.
Further details available from Headmaster, to whom together with c.v. and names of 2 referees, should be sent. (64901) 184824

ISLE OF WIGHT

RYDE SCHOOL
Isle of Wight
H.M.C.
Required in September 1984 a young Honours graduate to teach Physics throughout the school. An ability to teach MATHEMATICS as a subsidiary subject is desirable. Part in extra-curricular activities will be an added recommendation. Burnham scale.
Applications with curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Ryde School, Ryde, Isle of Wight PO33 3BE from whom further details may be obtained. (57871) 184824

KENT

SEVENOAKS SCHOOL
(800 pupils, including 120 girls in the Sixth Form, going fully co-educational in September).
Required for September 1984, A PHYSICIST to teach in a large and lively department at all levels up to Oxbridge Scholarship standard. Experience preferred. Ability to help with Computing, Radio, Electronics, Computing Projects, Research and/or sport also welcomed. Salary above Burnham (and help with housing).
Details from the Headmaster, Richard Sutton, Sevenoaks School, Kent TN13 1HU. Applications should be accompanied by the names, addresses and telephone number of two referees. (60255) 184824

LONDON

KING'S COLLEGE SCHOOL
SW19
H.M.C. 630 boys 13 - 18
Required for September 1984 a graduate to teach BIOLOGY throughout the School including the Sixth Form. This is a post which will suit a well qualified candidate direct from university or a graduate with experience who would welcome the opportunity to work in a large and flourishing department.
Candidates should indicate their interests in games and extra curricular activities. A willingness to assist with the running of the C.C.F. would be an added qualification for this post.
Salary not less than Burnham Scale (plus London Allowance). There is no possibility of school accommodation. The School has a housing loan scheme to assist with house purchase.
Applications, together with full curriculum vitae and the names and addresses of two referees, should be sent to the Head Master, The Salient School, Southside, Wimbledon Common, SW19 4TT, from whom further particulars may be obtained. (60500) 184824

INDEPENDENT SCIENCE

continued

LONDON

THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG
Required for September 1984 a graduate to teach Physics in this Girls' Independent day school of 700 pupils, graduate to teach Physics to 'O' level as teaching of Biology full-time throughout the school to A-Level, A-Level and Oxbridge candidates. Ability and willingness to teach some Maths and/or Computer Science an advantage. Burnham Scale dependant on qualifications and experience. Willingness to assist with Games and extra-curricular activities essential.
Application Form and further details from the Headmaster's Secretary. (0653) 46581. (57540) 184824

BRISTOL

BRISTOL GRAMMAR SCHOOL
Bristol
ex Direct Grant, Independent,
Co-educational
1,000 pupils (11 - 18)
Required for September 1984, a graduate Physicist to teach Physics throughout the School, including a share in Sixth Form work. Present holder appointed to Head of Department post.
Salary Burnham Scale 1 or 2 according to qualifications and experience. Later appointment considered.
Willingness to assist with games especially rugby or extra curricular activities welcomed.
Applications with c.v. and the details of 3 referees to the Headmaster, Bristol Grammar School, Clifton Road, Bristol BS8 1SR. Tel: Bristol (0272) 738006. (57808) 184824

CORNWALL

THE DUCHY GRAMMAR
Treyve, Truro, Cornwall
INDEPENDENT CO-EDUCATIONAL DAY AND BOARDING
Required in September, 1984: Well qualified PE/RICS graduate capable of teaching at all levels including University entrance level. Some experience is desirable.
Willingness to play a full part in the extra-curricular life of this busy boarding school is an essential requirement of the post. Scale 1 post.
Preference will be given to an ordained priest of the Church of England.
Apply in writing to The Headmaster enclosing a current c.v. and the names of two referees. (57422) 184824

LONDON

BATH ACADEMICAL & CLASSICAL SCHOOL
15 Montpelier Road, Brixton Hill, London SW2 1NS
Requires Physics/Chemistry teacher for September.
CV required. (60418) 184824

HERTFORDSHIRE

HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts, WD6 3AJ
(HMC - Independent - 1300 boys - 300 in Sixth)
Required for September 1984 a graduate to teach CHEMISTRY throughout the school to 'O' and 'A' Level. As one of three Science specialists, would suit either a new entrant to the profession or a young teacher seeking broader experience. The Science Block offers a stimulating academic environment and excellent facilities will provide many opportunities for the development of individual talents.
Willingness to help with games, eg. Canoeing, Rugby, Cricket would be an advantage.
Salary generously based on Burnham with good London Scale. Possibility of superannuation and free fares allowance.
Removal expenses paid within limits.
Application in full tabulated c.v. and names of referees to the Headmaster. (57439) 184824

HERTFORDSHIRE

ALDENHAM SCHOOL
Elstree, Herts, WD6 3AJ
(Tel: Radlett (09276)
Required for September 1984, a graduate to teach CHEMISTRY to 'O' and 'A' level work available in the Sixth Form). The candidate should be an enthusiastic teacher willing to take on an active role in the life and plan facility within the Physics department, in this small boarding school.
There could be an opportunity for the right candidate to become Head of department in due course.
Single and married accommodation available.
Salary negotiable according to experience, and above Burnham.
Further details available from Headmaster, to whom together with c.v. and names of 2 referees, should be sent. (64901) 184824

ISLE OF WIGHT

RYDE SCHOOL
Isle of Wight
H.M.C.
Required in September 1984 a young Honours graduate to teach Physics throughout the school. An ability to teach MATHEMATICS as a subsidiary subject is desirable. Part in extra-curricular activities will be an added recommendation. Burnham scale.
Applications with curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Ryde School, Ryde, Isle of Wight PO33 3BE from whom further details may be obtained. (57871) 184824

KENT

SEVENOAKS SCHOOL
(800 pupils, including 120 girls in the Sixth Form, going fully co-educational in September).
Required for September 1984, A PHYSICIST to teach in a large and lively department at all levels up to Oxbridge Scholarship standard. Experience preferred. Ability to help with Computing, Radio, Electronics, Computing Projects, Research and/or sport also welcomed. Salary above Burnham (and help with housing).
Details from the Headmaster, Richard Sutton, Sevenoaks School, Kent TN13 1HU. Applications should be accompanied by the names, addresses and telephone number of two referees. (60255) 184824

LONDON

KING'S COLLEGE SCHOOL
SW19
H.M.C. 630 boys 13 - 18
Required for September 1984 a graduate to teach BIOLOGY throughout the School including the Sixth Form. This is a post which will suit a well qualified candidate direct from university or a graduate with experience who would welcome the opportunity to work in a large and flourishing department.
Candidates should indicate their interests in games and extra curricular activities. A willingness to assist with the running of the C.C.F. would be an added qualification for this post.
Salary not less than Burnham Scale (plus London Allowance). There is no possibility of school accommodation. The School has a housing loan scheme to assist with house purchase.
Applications, together with full curriculum vitae and the names and addresses of two referees, should be sent to the Head Master, The Salient School, Southside, Wimbledon Common, SW19 4TT, from whom further particulars may be obtained. (60500) 184824

SHROPSHIRE

SHREWSBURY SCHOOL
PHYSICIST
Shrewsbury School requires a graduate Physicist to join a strong department with most might suit someone who has recently graduated or someone with a few years experience in industry. An Williamson is to be with a flair for and well motivated in extra curricular activities is important.
Applications, together with full details, addresses, and telephone numbers of two referees, should be sent to the Headmaster, The Schools, Shrewsbury, Shropshire SY3 7BA, from whom further details may be obtained. (57448) 184824

LONDON

THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG
Required for September 1984 a graduate to teach Physics in this Girls' Independent day school of 700 pupils, graduate to teach Physics to 'O' level as teaching of Biology full-time throughout the school to A-Level, A-Level and Oxbridge candidates. Ability and willingness to teach some Maths and/or Computer Science an advantage. Burnham Scale dependant on qualifications and experience. Willingness to assist with Games and extra-curricular activities essential.
Application Form and further details from the Headmaster's Secretary. (0653) 46581. (57540) 184824

NORTH YORKSHIRE

AMPLEFORTH COLLEGE
Required for September 1984 (due to the retirement of the present holder in April 1985) a graduate (Malvern College) an enthusiastic teacher of Physics with well qualified assistant to teach Physics to all levels throughout the School.
The post will offer considerable scope for involvement in the many areas of extra curricular activities of a boarding school.
Apply with full curriculum vitae and names of two referees to the Headmaster, Ampleforth College, York YO6 4ER, from whom further details may be obtained. (64808) 184824

NOTTINGHAMSHIRE

SIDNEY SCHOOL
Edkington, Newark, Nottinghamshire
experienced teacher of Chemistry required for September. Some help with rugby duties.
CV. and letter outlining qualification(s), extra-mural interests to the Headmaster. (60315) 184824

OLDHAM

THE HULME GRAMMAR
Oldham OL8 4BX
A graduate required for September to teach Chemistry throughout the school to A level. Some extra-curricular activities would be welcome. Salary according to qualifications and experience.
Applications, with curriculum vitae and names of two referees to the Headmaster at the school, from whom further details of the post may be obtained. (57889) 184824

OXFORD

required in September qualified teacher of PHYSICS to a Junior Physical Science post, with c.v. to Headmaster, Anthony Fuller's Lane, Oxford OX2 8AY. (64891) 184824

REQUIRED SEPT. A Chemist up to 'A' Level standard. Maths preferably. Incl. Boat/R. Hockey etc. Rent-free accom. Priory House, St John's Lane, EC1M 4BX. (60845) 184824

SHROPSHIRE

SHREWSBURY SCHOOL
PHYSICIST
Shrewsbury School requires a graduate Physicist to join a strong department with most might suit someone who has recently graduated or someone with a few years experience in industry. An Williamson is to be with a flair for and well motivated in extra curricular activities is important.
Applications, together with full details, addresses, and telephone numbers of two referees, should be sent to the Headmaster, The Schools, Shrewsbury, Shropshire SY3 7BA, from whom further details may be obtained. (57448) 184824

SOMERSET

MILLFIELD SCHOOL
Street, Somerset
Required for September 1984: Teacher of PHYSICS up to 'A' Level in large modern department. Ideally should indicate extra-curricular interests (essential).
Apply to Headmaster, Millfield School, Street, Somerset BA16 0YD giving curriculum vitae, names of two referees and salary required. (60197) 184824

SUFFOLK

ROYAL HOSPITAL SCHOOL
Ipswich, Suffolk IP9 5RX
Please see main display advertisement under 'Independent Schools' other than by subject. (60228) 184824

SURREY

GUILDFORD HIGH SCHOOL
London Road, Guildford, Surrey GU1 1SJ
(Church Schools Company
Required for September well qualified CHEMISTRY specialist to share in the teaching of Chemistry to 'O and A Level. Science specialist required to assist in the running of all levels throughout the School.
The post will offer considerable scope for involvement in the many areas of extra curricular activities of a boarding school.
Apply with full curriculum vitae and names of two referees to the Headmistress, Mrs. Ann Hall. (60911) 184824

SURREY

ST. GEORGE'S COLLEGE
Weybridge KT13 9QE
Independent school for boys mainly R.C.
Member of H.M.C.; 646 pupils from 13 to 18 years; 167 Boarders; 381 Day Boys and 98 girls in the Sixth Form
Required for September 1984 a graduate physicist to teach Physics to O and A level. The post is suitable either for an experienced teacher or for a recently qualified graduate. Willingness to assist with extra-curricular activities would be an advantage. Salary Burnham Scale plus according to experience. Bachelor accommodation possibly available.
Write enclosing curriculum vitae with names of two referees to the Headmaster. (60206) 184824

SURREY

SUTTON
Physics teacher required in September. Small classes but must enjoy hard work and the use of microprocessors. Scale III plus London Allowance plus Supernumerary. An inspired enthusiast would probably start on Scale II and progress to Scale III within 2 years.
Details from Scrafford College, 88 Brighton Road, Sutton, Surrey. (60158) 184824

SUSSEX

EASTBOURNE COLLEGE
PHYSICS
Graduate required in September 1984 to teach Physics throughout the College, including both A and O Level work. Applicants exist in a wide range of extra-curricular activities.
Letters of application, together with curriculum vitae and the names and addresses of two referees, should be sent to the Headmaster, Eastbourne College, Eastbourne, Sussex BN21 4JX, from whom further details may be obtained. (60008) 184824

WEST SUSSEX

LANCING COLLEGE
West Sussex
Required for September 1984.
An enthusiastic graduate chemist to teach the subject at all levels including the Oxford and Cambridge entrance examination. An interest in Nuffield 'A' Level Chemistry would be an advantage.
Applicants should write giving curriculum vitae and the names of two referees to the Head Master, Lancing College, West Sussex BN15 0RW. (60053) 184824

WEST SUSSEX

LANCING COLLEGE
West Sussex
Required for September, graduate to teach CHEMISTRY throughout the school including Oxbridge entrance examination. Interest in Nuffield Chemistry an advantage. Strong Science Department.
Applications to Headmaster. (60469) 184824

WEST YORKSHIRE

GATEWAYS SCHOOL
Harewood, Leeds LS17 9LE
Required for September, 1984, at Honours Graduate to teach Physics and Mathematics up to G.C.E. 'A' Level. This appointment is initially to cover Maternity leave, with a view to a permanency in September, 1985.
Burnham Scale 1. Government Superannuation.
Apply immediately by letter to the Headmistress, giving the names, addresses and telephone numbers of two referees and a curriculum vitae. (60408) 184824

WILTSHIRE

ST MARY'S SCHOOL
Calne
Required for September 1984 a well-qualified science graduate to share in the teaching of chemistry and physics to 'O' level. There could be some 'A' level teaching too for an experienced candidate. Full time post. Burnham Scale 2.
Apply to the Headmistress with C.V. (57318) 184824

Speech and Drama

Other Assistants

ESSEX

QUALIFIED ASSISTANT TEACHER OF DRAMA
Required September for Independent Roman Catholic Convent Boarding and Day School for 500 girls, run by the Canonesses Regular of the Holy Sepulchre, to teach curriculum Drama up to 'A' Level and assist with A Level.
Applications to: The Headmistress, New Hall Preparatory School, Chelmsford CM3 3HT. (57869) 184824

GLOUCESTERSHIRE

Cheltenham Ladies' College requires in September 1984, a qualified teacher of Speech and Drama. Burnham Scale; full time, non-resident.
Apply in writing with full details of qualifications, and names and addresses of two referees, to the Principal, Cheltenham Ladies' College, Bayshill Road, Cheltenham GL50 3AZ. (57767) 184824

Other than by Subject Classification

Heads of Department

ESSEX

ST. MARY'S SCHOOL
Lexden Road, Colchester
and
Comrie House, Stanway
Required for September, well qualified, experienced teacher to take charge of the thriving JUNIOR DEPARTMENT of this Independent school.
The Head of the Junior School, who will teach one of the Junior forms, will work under the general direction of the Principal, but will be responsible for the organisation of the Junior Department.
Burnham Scale 3.
Apply to the Principal at St. Mary's School, Lexden Road, Colchester, Essex CO3 3RB for further particulars and application forms. Completed application forms, supplementary letters, must be returned by 31st March. (60613) 183618

HERTFORDSHIRE

ST. COLUMBA'S COLLEGE
Old Harry Lane, St. Albans, Herts.
Catholic Independent, 570 boys, 80 girls, 250 boys Requiring Sixth Form
REQUIRES for September 1984, (B.B.).
Head of Computer Studies Department. Assistant Masters in Science; English; Geography.
To all Departments, there would be work with 'A' Level work as lower years. Willingness to help in extra-curricular activities, especially sports, essential.
Applications, with C.V. and names of referees to Headmaster. (60926) 185618

AIGLON COLLEGE in the SWISS ALPS requires HEAD OF EXPERIMENTAL SCIENCE (CHEMISTRY and LABORATORY ASSISTANT. See Overseas Section. (60008) 185618

Other Assistants

BRADFORD

BRADFORD GRAMMAR SCHOOL
Keighley Road, Bradford BD9 4JP
There will be a vacancy in the Junior Department in September 1984 for a well-qualified teacher of English and associated subjects. Assistance with pastoral duties, including games, sport, is essential. The post would be suitable for either an experienced teacher or a new entrant. Salary (above Burnham) will be according to qualifications and experience.
Letters of application and curriculum vitae, together with the names of two referees should be addressed to The Headmaster.
CLOSING DATE: 16 MARCH 1984. (60594) 185624

BRIGHTON

BRIGHTON COLLEGE
Required for September
A graduate to teach Electronics with some Maths and/or Physics. The Electronics Department is now well established with the curriculum. Opportunity available for promotion to Headship of Department for the right candidate. Residential post available. Salary better than Burnham.
Apply in writing with the name of two referees and curriculum vitae to The Headmaster, Brighton College, Eastern Road, Brighton BN2 0AL. (57945) 185624

BRISTOL

BRISTOL CATHEDRAL SCHOOL
College Square, Bristol BS1 5TS
Tel: 291873
(ex-Direct Grant, H.M.C.
Independent school: 419 boys, of whom 100 in Sixth Form)
Wanted for September 1984, as a result of promotion
TEACHER IN CHARGE OF SCIENCE AND BIOLOGY STUDIES at A-level. The successful candidate will be able to show a willingness and ability to teach the subject also to O-level, and to coach team games as an integral part of the timetable.
A scale 3 post is available for a suitably qualified applicant.
Applications, together with curriculum vitae and names of two referees should be addressed to the Headmaster, from whom further details are available. (64814) 185624

DEVON

EDGEHILL COLLEGE
Bideford, Devon
Required in September 1984 a well qualified assistant teacher for Art and Pottery. This is a new post necessitated by our recent expansion.
Applications should be made in writing to the Headmistress enclosing full curriculum vitae and the names of two referees. (60161) 185624

EALING, W5

HAMILTON HOUSE SCHOOL
Two vacancies owing to expansion of our school for September, 1984.
1. Deputy Head in Junior Department of 100 children aged 5 - 11 yrs.
2. Deputy Head in Senior Department of 130 children aged 11 - 16 yrs.
Please write in the first instance giving details of your qualifications and experience with names of two referees to the Secretary, Southmere Educational Consultants, 10 The Avenue, Ealing, W13 8LS. (60564) 185624

HAMPSHIRE

PORTSMOUTH HIGH SCHOOL
(G.P.D.S.T.)
St Mary's Road, Southsea, Hants. PO5 2SC
Qualified Junior Teacher required for September, Head of CHEMISTRY and LABORATORY ASSISTANT. See Overseas Section. (60008) 185618

Other Assistants

BRADFORD

BRADFORD GRAMMAR SCHOOL
Keighley Road, Bradford BD9 4JP
There will be a vacancy in the Junior Department in September 1984 for a well-qualified teacher of English and associated subjects. Assistance with pastoral duties, including games, sport, is essential. The post would be suitable for either an experienced teacher or a new entrant. Salary (above Burnham) will be according to qualifications and experience.
Letters of application and curriculum vitae, together with the names of two referees should be addressed to The Headmaster.
CLOSING DATE: 16 MARCH 1984. (60594) 185624

BRIGHTON

BRIGHTON COLLEGE
Required for September
A graduate to teach Electronics with some Maths and/or Physics. The Electronics Department is now well established with the curriculum. Opportunity available for promotion to Headship of Department for the right candidate. Residential post available. Salary better than Burnham.
Apply in writing with the name of two referees and curriculum vitae to The Headmaster, Brighton College, Eastern Road, Brighton BN2 0AL. (57945) 185624

LONDON

GRADUATE TEACHERS OF ENGLISH with subsidiary Latin, or Hist., Soc. Studies, required for April. Permanent posts from 'O' & 'A' level to 18 - 30 yrs. Mornings only 9.30 to 1pm, weekly.
Write with brief c.v. and phone no. Write Box No. 9758J, Times Educational Supplement, 26 St John's Lane, EC1M 4BX. (57612) 185624

HEREFORD & WORCESTER

BROMSGROVE LOWER SCHOOL
(J.A.P.S. Boarding & Day Co-educational 300 pupils aged 7 - 13 years)
Two permanent members of staff required in September, one to teach Art and one GENERAL SUBJECTS; both to help with games. Pastoral care to team games as an integral part of the timetable.
A scale 2 post is available for a suitably qualified applicant.
Salary above Burnham. Government Superannuation schemes in force.
Applications in writing to Mrs. Peg Eno, Head of the Lower School, Cobham House, Conway Road, Bromsgrove, Worcs, together with names and addresses of two referees and full curriculum vitae. (60705) 185624

HERTFORDSHIRE

HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts, WD6 3AJ
(HMC - Independent - 1300 boys - 300 in Sixth)
Required for September, A graduate to teach GENERAL SUBJECTS in the Preparatory Department (ages 7 - 11) to be in charge of a form of 9 year old boys. An interest in Drama and games would be desirable but willingness to help with Horse/swimming an advantage. Salary Burnham Scale 2. Double bonus in a new, purpose-built, progress report January 1985.
Salary generously based on Burnham with good London Allowance. Possibility of qualified teachers are welcome to apply. Removal expenses paid within limits on permanent appointments. Residential accommodation and Group Life Assurance scheme.
Apply to the Headmaster with full curriculum vitae and names of referees. (64540) 185624

LONDON

GRADUATE TEACHERS OF ENGLISH with subsidiary Latin, or Hist., Soc. Studies, required for April. Permanent posts from 'O' & 'A' level to 18 - 30 yrs. Mornings only 9.30 to 1pm, weekly.
Write with brief c.v. and phone no. Write Box No. 9758J, Times Educational Supplement, 26 St John's Lane, EC1M 4BX. (57612) 185624

ST. MARY'S SCHOOL, CALNE
INDEPENDENT BOARDING SCHOOL FOR 300 GIRLS
Required for September 1984, a resident
CHAPLAIN
The applicant must be an Anglican Priest. He will be responsible for services in the school chapel and will be much involved with the pastoral care of the girls.
The successful applicant should be a graduate and able to teach his subject at any level in the school.
There is a special relationship with the parish church and with the vicar of Calne, who is also a chaplain of the school.
Apply to the Headmistress, with C.V. and referees. (2370)

ST MARY'S SCHOOL
CALNE
Required for September 1984
A well-qualified Graduate as
HEAD OF THE
CHEMISTRY DEPARTMENT
To be responsible for teaching the subjects to 'A' level and University Entrance standard. Strong science department with modern, well equipped laboratories.
Burnham Scale according to qualifications and experience.
Apply to the Headmistress with CV as soon as possible. (6565)

BERKSHIRE
ETON COLLEGE
Required for September, a young graduate
CHEMIST
to teach at all levels throughout the school. Eton salary scale. Accommodation provided.
Applications, enclosing curriculum vitae, and the names, addresses and telephone numbers of two referees, should be sent to:
The Headmaster
Eton College
Windsor, Berkshire
from whom further details may be obtained. (2535)

HAMPTON SCHOOL
H.M.C. INDEPENDENT
(650 boys – 250 to Sixth Form)
Required for September
HEAD OF TECHNOLOGY
An enthusiast is wanted to take over flourishing department in new, well-equipped technology centre. All pupils follow wide technology course for first three years. 50–60 at O-level, 8–12 A-level Technology (Cambridge). The vacancy arises through appointment of present holder to senior TVEI local authority post.
Further information available. Visits to school prior to application welcome.
Appointment: Burnham Scale 4 with Outer London and Hampton Allowances.
Applications with c.v. and names of two referees to:
The Headmaster
Hampton School
Hanworth Road
Hampton
Middlesex TW12 3HD. (2533)

MERCHANT TAYLORS' SCHOOL
NORTHWOOD, MIDDLESEX, HA6 2HT
Telephone: Northwood 21850
It has been decided to augment the Common Room by three members.
Applications are invited from:
A teacher of GEOGRAPHY and ECONOMICS.
A teacher of VIOLIN
who would be number three in the Department.
A qualified LIBRARIAN
who would also be responsible for archives.
Ideal candidates will want to play a full part in the life of the School – a Christian foundation that has always by statute "admitted pupils of all nations and countries".

INDEPENDENT OTHER THAN BY SUBJECTS
continued

LONDON

PART-TIME TEACHING POSTS

Applications are invited for part-time and evening teaching posts in the Department of Extension Studies commencing 30 April 1984, in the following subjects:

Shorthand Pitman 2000 and New Era.

Typewriting.

Keyboarding.

Commerce.

Office Practice.

English.

Foreign Languages.

J.E.B. Teacher's Diplomas.

Word Processing.

Computer Studies.

For full details and application form contact: Mrs A. Durfin, Department of Extension Studies, Putman Centre, Colleges, 154 Southampton Row, London WC1. Tel: 01-837 4481. (60130) 185624

LONDON

JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22

Required in September a form teacher for a class of lively 9 - 10 year old girls. Experience desirable but not essential.

Salary James Allen's Girls' School scale (Burnham plus) with Inner London Addition, according to experience.

Apply to the Headmistress with curriculum vitae and the names, addresses and telephone numbers of two referees. (60448) 185624

LONDON

SHERFIELD HIGH SCHOOL GIRLS' PUBLIC DAY SCHOOL TRUST
10 Rutland Park, Sheffield S10 2PE
Tel: 0742 660324

Required for September 1984 experienced teacher to establish Reception Class.

Please apply by letter with curriculum vitae and names of two referees to: The Headmistress, Miss D.M. Skilbeck, B.A. Closing date 23rd March 1984. (6481) 185624

SOMERSET

WEIRFIELD SCHOOL
Taunton, Somerset

Required September 1984 An enthusiastic, well qualified and dedicated experienced teacher required, to teach subjects/topics, to interest the more able pupils in some French teaching over age groups or in computers could be useful). Weirfield is the expanding girls' preparatory department of Taunton School with both day and boarding pupils. The successful applicant would be expected to become fully into the whole life of the school, this includes boarding duties (not a purely pastoral nature). Salary Burnham scale plus allowance.

Apply in writing with full curriculum vitae and the names of two referees to the Headmistress at the above address. (60448) 185624

NORTHAMPTON

BOSWORTH TUTORS

Graduate teachers with ambition, 25+ required for September to specialise in A-level and A-level tuition, to participate in general college activities and administration, and to take responsibility for certain areas. Experience, commitment, energy and all-round abilities necessary to play important role (Senior Tutor) in small residential community of 400 students.

Apply in writing, together with C.V., to the Secretary, Bosworth Tutorial College, St. George's Avenue, Northampton NN2 6JA, who will send further details. (60349) 185624

SHEFFIELD

SHEFFIELD HIGH SCHOOL GIRLS' PUBLIC DAY SCHOOL TRUST
10 Rutland Park, Sheffield S10 2PE
Tel: 0742 660324

Required for September 1984 experienced teacher to establish Reception Class.

Please apply by letter with curriculum vitae and names of two referees to: The Headmistress, Miss D.M. Skilbeck, B.A. Closing date 23rd March 1984. (6481) 185624

SOMERSET

WEIRFIELD SCHOOL
Taunton, Somerset

Required September 1984 An enthusiastic, well qualified and dedicated experienced teacher required, to teach subjects/topics, to interest the more able pupils in some French teaching over age groups or in computers could be useful). Weirfield is the expanding girls' preparatory department of Taunton School with both day and boarding pupils. The successful applicant would be expected to become fully into the whole life of the school, this includes boarding duties (not a purely pastoral nature). Salary Burnham scale plus allowance.

Apply in writing with full curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmistress at the above address. (60448) 185624

WINCHESTER

ST. SWITHUN'S JUNIOR SCHOOL
Winchester

Required in September 1984 an experienced energetic teacher for a newly created post in an expanding department to teach 8 - 9 year olds. Applicant should be able to coordinate and lead the work of the three department teachers. The ability to play the piano well is an advantage.

Salary Burnham scale plus allowance.

Apply in writing with full curriculum vitae and the names of two referees to the Headmistress. (60515) 185624

SURREY

GENERAL SUBJECTS

Temporary Resident teacher required May - July inclusive. Lower School General Subjects and Boys' Games. Residential experience an advantage. Details from Headmaster, More House School, Frensham, Farnham, Surrey. (57373) 185624

SURREY

Teacher of Arithmetic to C.S.E. required to commence May (possibly September) in Prep. R.C. Boarding School. Ability to assist with Rugby or Soccer essential.

Further details from Headmaster, More House School, Frensham, Farnham, Surrey. (60586) 185624

SUSSEX

GORING HALL SCHOOL
Goring-by-Sea

Independent Day and Boarding School for 140 boys

m 560 10 - 18

Required in September Teacher of Geography to O/ level with Mathematics for the lower ages. Commitment to boarding education essential. Single residential accommodation available.

Applications enclosing c.v. and the names of two referees to: The Headmaster, Goring Hall School, Goring-by-Sea, Worthing, Sussex BN12 4UX. (57629) 185624

WEST SUSSEX

Teacher of General Subjects including History, Scripture and English, required in September to teach to Common Entrance level in educational preparatory school. Accommodation available for single person.

C.V. and the names of two referees to the Headmaster, The Forest Grange School, Horsham, Tel: Faygate 810 (60159) 185624

WINCHESTER

ST. SWITHUN'S JUNIOR SCHOOL
Winchester

Required in September 1984 an experienced energetic teacher for a newly created post in an expanding department to teach 8 - 9 year olds. Applicant should be able to coordinate and lead the work of the three department teachers. The ability to play the piano well is an advantage.

Salary Burnham scale plus allowance.

Apply in writing with full curriculum vitae and the names, addresses and telephone numbers of three referees to the Headmistress at the above address. (60515) 185624

Deputy Headships
Second Masters/ Mistresses

HAMPSHIRE

DEPUTY HEADSHIPS/ SECOND MASTERS
Hampshire

ST. NEOT'S
Everley, Basingstoke RG27 0PN

I.A.P.S. Boarding and Day

Deputy Head/2nd. Master required September to teach Maths or Latin to P.S.E. and C.E. standard. Interest in extra curricular activities or games, also computer knowledge, an advantage.

Apply to Headmaster with C.V. and names of 2 referees. (60245) 200012

By Subject Classification

Classics

Heads of Department

HAMPSHIRE

CLASSICS
HEAD OF DEPARTMENT
Hampshire

St. Neot's, Eversley, Basingstoke RG27 0PN

I.A.P.S. Boarding and Day

Latin teacher required April or September to teach to P.S.E. and C.E. standard. Interest in extra curricular activities and ability to take games, also computer knowledge, an advantage. Possibility for administrative responsibilities.

Apply to Headmaster with C.V. and names of 2 referees. (60245) 201618

Other Assistants

CHESHIRE

Required for September a Classics teacher to teach Latin throughout the school, and French would be helpful.

Resident post, single accommodation only. Burnham Scale, plus free board and lodging in exchange for evening and weekend duties. Interest in games would be an advantage.

Apply, Headmaster, Beach House School, Macclesfield, Cheshire. (0625) 501562 (60584) 201684

HAMPSHIRE

BOURNEMOUTH HOUSE SCHOOL
Milton, Hants, BH25 5NU

A Day Boys boarding and day required for September, qualified teacher for Classics, up to C.S.E., and Games. Public school English or Divinity would be useful, and Rugby essential. Write with C.V. and phone numbers of two referees. (60188) 201684

Preparatory Schools

Headships

KENT

NEW BEACON SCHOOL
Sevenoaks

(IAPS 80 boys (boarding and day)

Required for September 1984, an enthusiastic, experienced person to be HEAD OF JUNIOR SCHOOL. There are 80 boys in the junior school in a progressive accommodation, purpose-built block. Two classrooms, one music and two other rooms are widely enjoyed. Other facilities include TV, video, and computer.

Burnham salary basis, government superannuation. Single accommodation only.

Apply, quoting Headmaster's (area) to the Headmaster, The New Beacon, Otford Lane, Sevenoaks. (57781) 200010

HAMPSHIRE

ST. NEOT'S
Everley, Basingstoke RG27 0PN

I.A.P.S. Boarding and Day

Latin teacher required April or September to teach to P.S.E. and C.E. standard. Interest in extra curricular activities and ability to take games, also computer knowledge, an advantage. Possibility for administrative responsibilities.

Apply to Headmaster with C.V. and names of 2 referees. (60245) 201618

Other Assistants

CHESHIRE

Required for September a Classics teacher to teach Latin throughout the school, and French would be helpful.

Resident post, single accommodation only. Burnham Scale, plus free board and lodging in exchange for evening and weekend duties. Interest in games would be an advantage.

Apply, Headmaster, Beach House School, Macclesfield, Cheshire. (0625) 501562 (60584) 201684

HAMPSHIRE

SOUTHBOURNE PREPARATORY SCHOOL
Sheffield S10 2QQ

I.A.P.S. Day School Boys

Required for September qualified teacher of Mathematics to C.E. level. Applicants should be interested in coaching Rugby. Interest in games and music important. Salary Burnham Scale. Single accommodation available.

Apply in writing with names and telephone numbers of 2 referees and full c.v. to the Headmaster, Southbourne Preparatory School, Sheffield S10 2QQ

English

Other Assistants

GLOUCESTERSHIRE

DEAN CLOSE JUNIOR SCHOOL
(Co-Educational Boarding/ Day School 277 pupils)

Required for September 1984 a well qualified teacher of English throughout the school. The successful applicant will be expected to take a full part in the extra curricular activities and help with games coaching is very desirable.

Application with c.v. and the names of two referees to the Headmaster, Dean Close Junior School, Hardy House, Lansdown Road, Cheltenham, Glos., GL51 6QS., from whom further particulars may also be obtained. (57807) 203484

LONDON E17

FOREST JUNIOR SCHOOL
Capel Manor

Required in September 1984: graduate to teach ENGLISH to 1st & 2nd year pupils but must be able to teach up to 'O' level. Games an advantage. Scale 3 or 2 depending on experience. Single accommodation.

Apply in writing to the Headmaster of the School, Forest School, Snaresbrook, London, E17 3PY. (60184) 202424

SOMERSET

Required for September, a teacher who will take charge of department. Assistance with games, particularly rugger, a strong recommendation.

Apply in writing with names and telephone numbers of 2 referees and full c.v. to the Headmaster, The Junior School, Taunton School, Staplegrove Road, Taunton, Somerset TA2 6AD. (Tel: (0823) 78044) (57439) 202424

WILTSHIRE

SANDROYD SCHOOL
(IAPS all boarding 115 pupils)

seeks a teacher of English with Junior Geography/History for September 1984. The post offers much scope for someone willing to involve himself in the life of this boarding school. An interest in Drama or Games would be welcome.

Accommodation available for married or single applicants.

Write with curriculum vitae and two referees to the Headmaster, Sandroyd School, Tollard Royal, Salisbury, Wilts. (60250) 202424

Geography

Heads of Department

HERTFORDSHIRE

Required for September 1984 teacher to take charge of Geography throughout the middle and senior forms. Possible Rugby in a largely boys' Preparatory School. Lover of Choral music particularly desirable. Commitment to boarding accommodation can be considered for the successful applicant. Married, single or married with children will be welcome. Salary will be above Burnham Scale.

Please apply in writing with full c.v. and names and addresses of two referees to: The Headmaster, Aldenham Preparatory School, Elstree, Herts. WD6 3AJ. (60703) 203818

Other Assistants

BUCKINGHAMSHIRE

DAVENIES SCHOOL
Beaconsfield

I.A.P.S. 140 Day Boys Only

Required in September, 1984, a young and energetic graduate to take charge of MATHEMATICS throughout C.E. and P.S.E. Assistance with all games is required and ability to coach cricket would be a distinct advantage. Normal supervisionary duties. Non-resident, but an unfurnished house is available for a married man.

Apply in writing, giving full C.V. with own telephone number, together with the names, addresses and telephone numbers of two referees to: The Headmaster, Davenies School, Beaconsfield, Bucks. HP9 2JQ. (60344) 203424

LONDON SW19

KING'S COLLEGE PRE-PREP SCHOOL
Wimbledon Common, SW19 5NH
(Tel: 01-946 2803)

(IAPS) day boys 5 to 13

[illegible] will be a vacancy [illegible] 1984 for [illegible] to teach [illegible] School. The [illegible] an established [illegible] and [illegible] from new [illegible] the ability [illegible] and Rock [illegible] activities will be [illegible] in the [illegible] Some [illegible] other [illegible] they will [illegible] with studio-ba[illegible]

[illegible] not less [illegible] Burnham Scale & (plus [illegible] Allowance).

[illegible] to Mrs. [illegible] Headmistress, [illegible] Pre-Prep [illegible] Wimbledon [illegible] with C.V. [illegible] of two [illegible] Closing [illegible] March.

[illegible] by personal [illegible] to [illegible] Wednesday, [illegible] March.

Other Assistants

BEDFORD

BEDFORD HIGH SCHOOL
Junior Department

(IAPS Girls, aged 7 - 10

Required in September 1984, two well-qualified teachers, one to take charge of a class of 9 - 10 year olds and the other to take charge of a class of 7 - 8 year olds to teach in the Junior Department. Both will need an interest in and experience with computers in Junior Schools would be an advantage.

Please apply to the Headmistress giving details of qualifications and experience, and names and addresses of two referees. (60600) 204424

History

Other Assistants

SOUTH YORKSHIRE

HILL HOUSE SCHOOL
Rutland Street, Chinese Road, Doncaster

(IAPS Day School. Co-ed. 200 pupils 4 - 13

Required September 1984 a qualified teacher of History to C.E. and P.S.E. standard. Ability to coach Rugby and Cricket would be a distinct advantage. Burnham Scale. Government superannuation. Non-resident.

Applications with c.v. and the names, addresses and telephone numbers of two referees to be sent to the Headmaster. (60143) 202424

SUSSEX

ST. AUBYNS SCHOOL
Rottingdean, Brighton, Sussex (I.A.P.S. Preparatory School for 110 Boys)

Required for ENGLISH September; an experienced teacher to take History and/or to teach to P.S.E. and C.E. standard.

Burnham Scale. Single accommodation available.

Ability to coach games or teach music an advantage. Enthusiasm and genuine interest in children essential.

Application in writing with names of two referees to the Headmaster. (57224) 202424

WILTSHIRE

SANDROYD SCHOOL
(IAPS all boarding 115 pupils)

seeks a teacher of English with Junior Geography/History for September 1984. The post offers much scope for someone willing to involve himself in the life of this boarding school. An interest in Drama or Games would be welcome.

Accommodation available for married or single applicants.

Write with curriculum vitae and two referees to the Headmaster, Sandroyd School, Tollard Royal, Salisbury, Wilts. (60250) 202424

Mathematics

Heads of Department

HAMPSHIRE

MATHEMATICS
HEADS OF DEPARTMENT
Hampshire

ST. NEOT'S
Everley, Basingstoke RG27 0PN

I.A.P.S. Boarding and Day

Maths teacher required September to teach to P.S.E. and C.E. standard. Interest in extra curricular activities and ability to take games, also computer knowledge, an advantage. Possibility for administrative responsibilities.

Apply to Headmaster with C.V. and names of 2 referees. (60347) 203418

Other Assistants

BUCKINGHAMSHIRE

DAVENIES SCHOOL
Beaconsfield

I.A.P.S. 140 Day Boys Only

Required in September, 1984, a young and energetic graduate to take charge of MATHEMATICS throughout C.E. and P.S.E. Assistance with all games is required and ability to coach cricket would be a distinct advantage. Normal supervisionary duties. Non-resident, but an unfurnished house is available for a married man.

Apply in writing, giving full C.V. with own telephone number, together with the names, addresses and telephone numbers of two referees to: The Headmaster, Davenies School, Beaconsfield, Bucks. HP9 2JQ. (60344) 203424

Modern Languages

Other Assistants

BUCKINGHAMSHIRE

[illegible] SCHOOL
Qualified Teacher required [illegible] to take French [illegible] Middle School [illegible] (10 plus) up to [illegible] 13 plus. Some [illegible] activities essential [illegible] drama and creative [illegible] Burnham [illegible] Non-resident [illegible] Accommodation [illegible] Apply [illegible] including names [illegible] referees [illegible] Headmaster, Christ [illegible] School, Oxford [illegible] Street, Oxford OX1 [illegible] (IAPS) (60156) 203484

LONDON SW19

KING'S COLLEGE PRE-PREP SCHOOL
Wimbledon Common, SW19 5NH
(Tel: 01-946 2803)

(IAPS) day boys 5 to 13

[illegible] will be a vacancy [illegible] 1984 for [illegible] to teach [illegible] School. The [illegible] an established [illegible] and [illegible] from new [illegible] the ability [illegible] and Rock [illegible] activities will be [illegible] in the [illegible] Some [illegible] other [illegible] they will [illegible] with studio-ba[illegible]

[illegible] not less [illegible] Burnham Scale & (plus [illegible] Allowance).

[illegible] to Mrs. [illegible] Headmistress, [illegible] Pre-Prep [illegible] Wimbledon [illegible] with C.V. [illegible] of two [illegible] Closing [illegible] March.

[illegible] by personal [illegible] to [illegible] Wednesday, [illegible] March.

Other Assistants

BEDFORD

BEDFORD HIGH SCHOOL
Junior Department

(IAPS Girls, aged 7 - 10

Required in September 1984, two well-qualified teachers, one to take charge of a class of 9 - 10 year olds and the other to take charge of a class of 7 - 8 year olds to teach in the Junior Department. Both will need an interest in and experience with computers in Junior Schools would be an advantage.

Please apply to the Headmistress giving details of qualifications and experience, and names and addresses of two referees. (60600) 204424

OXFORD

Teacher to take sixth charge for boys from 9 to 13 and some [illegible] Required in [illegible] September 1984. [illegible] participation [illegible] life including games [illegible] supervision is required. [illegible] C.V. and names of [illegible] to Headmaster, Christ [illegible] School, Oxford [illegible] Street, Oxford OX1 [illegible] (IAPS) (60156) 203484

ESSEX

FELSTED SCHOOL

An experienced MUSIC teacher is required for September 1984 as a member of the Felsted School Music Department, to become the Director of Music in the Preparatory School and to succeed Mr. Noble who is flourishing and the successful applicant must be a good choir trainer, a good keyboard player, able to take the Felsted Junior School Choir for a very high standard and for several years has been over to Bach for a week at major festivals. For a suitably qualified applicant there may be scope for duties in the Senior School.

Further details may be obtained from and applications (with the names of two referees) should be sent to the Headmaster, Felsted School, Dunmow, Essex CM6 3LL. (57184) 202424

KENYA

BANDA SCHOOL
Nairobi

required for September 1984, qualified teacher of Music to teach throughout the school. The school is on the edge of the Nairobi game park and is

Music

Heads of Department

HAMPSHIRE

EARLEIGH SCHOOL
Red Rice, Andover, Hampshire SP11 7PW

Required in September 1984 a Head of Music for a flourishing I.A.P.S. Catholic, (mostly boarding), Prep School. The applicant who can expect to play a full role in the school, must be well-qualified and an enthusiast, able to build up a strong musical department.

Burnham Scale, and attractive, married or single, accommodation available.

Please apply in writing to the Headmaster sending a c.v. and the names of three referees. (57251) 203818

WEST MIDLANDS

EVERSFIELD SCHOOL
West Midlands

(I.A.P.S. - 200 boys - Day and Weekly Boarding)

A Director of Music is required in September 1984 to take responsibility for all music throughout the School. This will include all class music lessons, School Choir and Orchestra, some instrumental tuition. There is a flourishing and well equipped Music Department and scope for further development.

Applicants should be qualified Graduates with Christian commitment. The successful candidate will also be willing to offer another subject and will be welcome.

Solihull is a thriving and attractive residential area with good road and rail links to the rest of the country. Single accommodation or removal expenses provided.

Salary above Burnham Scale and Department of Education and Science Superannuation Scheme.

(This appointment could be combined with the post of Organist at Shrivings local Parish Church or Evangelical outlook).

Apply to Eversfield Preparatory School, Warwick Road, Solihull, West Midlands B91 1AT. (57150) 203818

WEST SUSSEX

JUNIOR SCHOOL OF ST. WITHERIDGE COLLEGE
Ranscombe, West Sussex

Teacher required for Mathematics and Computer from September 1984.

Apply with curriculum vitae, details of qualifications and names of 2 referees to the Headmaster, St. Witheridge College, [illegible] 203424

Other Languages

Other Assistants

BRISTOL

THE DOWNS SCHOOL
Wraxall, Nr. Bristol

Tel: Nailsea 852008

(I.A.P.S. 250 pupils)

Required for September 1984 a teacher of music and singing throughout the School. Most important is an enthusiast keen on musical work and the ability to impart this to pupils the majority of whom are boys (7 - 13). Army more important than organ. Essential qualifications: violinist an advantage. An area of enormous untapped musical talent. Possibility of combining with another subject.

Usual boarding school duties including some Sunday services.

Burnham Scale 1 & Government superannuation.

Please apply by letter with curriculum vitae and names and addresses of two referees to the Headmaster. (57147) 203824

ESSEX

FELSTED SCHOOL

An experienced MUSIC teacher is required for September 1984 as a member of the Felsted School Music Department, to become the Director of Music in the Preparatory School and succeed Mr. Noble who is flourishing and the successful applicant must be a good choir trainer, a good keyboard player, able to take the Felsted Junior School Choir for a very high standard and for several years has been over to Bach for a week at major festivals. For a suitably qualified applicant there may be scope for duties in the Senior School.

Further details may be obtained from and applications (with the names of two referees) should be sent to the Headmaster, Felsted School, Dunmow, Essex CM6 3LL. (57184) 202424

KENYA

BANDA SCHOOL
Nairobi

required for September 1984, qualified teacher of Music to teach throughout the school. The school is on the edge of the Nairobi game park and is

Pastoral

Other Assistants

HAMPSHIRE

RESIDENT HOUSEMASTER/ MISTRESS
(JUNIOR) FARM TEACHER AT WALHAMPTON
WALHAMPTON SCHOOL
Lymington, Hampshire
(APS Boarding and Day Preparatory School (130 boys, 60 girls)

Required in September 1984: Junior Form Teacher with particular emphasis on Mathematics. Ability to coach Rugger and other team games and with interests outside the classroom an asset. The post is essentially to share in the responsibility of running the main boarding house of 86 boys. Good single accommodation; salary equivalent to one increment above Burnham; no deductions made for board and accommodation: £3000 p.a. Housemaster's allowance.

Apply Headmaster with C.V. and names and tel. nos. of two referees. (60089) 204024

Physical Education

Heads of Department

EAST SUSSEX

CHELMSFORD HALL PREPARATORY SCHOOL
Eastbourne

(I.A.P.S. 130 children, co-ed. 5 - 14 years mostly boys, boarding and day)

Required in September 1984 Head of Physical Education with responsibility to organise, and be actively involved in all sports and outdoor activities (including holiday) camping and skills parties). Rugby, football, cricket, athletics, tennis, swimming are major sports but there is also squash, sailing, rock-climbing and canoeing. Applicants should be 25 years or more and vehicle licence holders. Supervision duties are involved and some coaching is possible. Single and possibly married accommodation available if required.

Apply in writing enclosing C.V. and names of 2 referees to the Headmaster, P.G. Stevens. (60144) 204818

Other Assistants

BRISTOL

CLIFTON COLLEGE PREPARATORY SCHOOL
(600 boys aged 7 - 13)

Required qualified, unmarried PE specialist in September. Ability to teach some Science, particularly Physics, or Maths would help. Interest in outdoor activities and prospects for young graduates offering considerable scope, especially looking for a second in future.

Please apply to the Headmaster, Clifton College Preparatory School, The Avenue, Bristol BS8 3HE from whom further details may be obtained. (60588) 204824

HERTFORDSHIRE

LOCKERS PARK SCHOOL
(I.A.P.S. 115 boys, mainly boarders)

Required September 1984 qualified teacher to take charge of P.E. throughout the School. The School has a large games field. Subsidiary subjects essential.

Single accommodation available.

Good salary scale (Burnham Scale plus).

Apply Headmaster, Lockers Park School, Hemel Hempstead, Herts., with full c.v. and names of two referees. (60309) 204824

SURREY

THE HAWTHORNS
Ewell Court, Bletchingley

(IAPS, Boarding and Day, 114 boys)

Required for September 1984 qualified teacher to take charge of Physical Education throughout the School, and to offer coaching in subjects preferably History or Geography. Applicants should be able to maintain high standards in the usual sports and adventure activities and to continue a long established tradition in gymnastics. Normal supervision duties. Burnham Scale. Accommodation available.

Apply Headmaster with c.v. and names and telephone numbers of two referees. (60035) 204924

Science

Other Assistants

DERBYSHIRE

REPTON PREPARATORY SCHOOL

SCIENCE TEACHER required from September 1984 to assist head of school general science.

Please write for details and job description. Applicants should apply full c.v. with three testimonials and phone numbers of two referees (who can be authors of the testimonials). Correspondence to: Preparatory School, Repton, Derby DE65 6FH.

BERKSHIRE

ELSTREE SCHOOL
Woolhampton, nr. Reading

(I.A.P.S., 165 boys)

A Resident JUNIOR FORM TEACHER is required in September 1984 to take a small class of 8 year old boys in main subject (but not Latin) and to teach General Science in the Middle School.

Further details available from the Headmaster. (57190) 204824

Other than by Subject Classification

Heads of Department

ESSEX

ST. MARY'S SCHOOL
Leaden Roding, Colchester

and

Comrie House, Stanway

Required for September, well qualified, experienced teacher to take charge of the thriving JUNIOR DEPARTMENT of this independent school.

The Head of the Junior School, who will teach one of the Junior forms, will work under the general direction of the Principal, but will be responsible for the organisation of the Junior Department.

Burnham Scale 3.

Apply to the Principal at St. Mary's School, Leaden Roding, Colchester, Essex CO6 3RB for further particulars and names of referees. Completed application form, curriculum vitae, testimonial letters, must be received by 23rd March. (60310) 205818

Other Assistants

BEDFORD

RUSHMOOR SCHOOL
200 boys, 4 - 16 years, incl. 6th form

Required for September 1984 a qualified teacher of General Subjects to take charge of a class of 8/9 year old boys. Single accommodation is available in return for help with boarding duties and/or extra curricular activities.

Burnham Scale + Government Superannuation.

Applications in writing with names and addresses of two referees, and full c.v. to the Headmaster, Rushmoor School, 38/60 Shepherds Road, Bedford MK40 3DL. (54874) 205564

BERKSHIRE

ELSTREE SCHOOL
Woolhampton, nr. Reading

(I.A.P.S., 165 boys)

A Resident JUNIOR FORM TEACHER is required in September 1984 to take a small class of 8 year old boys in main subject (but not Latin) and to teach General Science in the Middle School.

Further details available from the Headmaster. (57190) 204824

BUCKINGHAMSHIRE

SWANBOURNE HOUSE SCHOOL
Swanbourne, Bucks. MK17

(IAPS, Co-ed, mainly boarding)

Required for September 1984, a well qualified and enthusiastic teacher for middle-school Science, with possibility of senior science in the future. Geography or mathematics as a second subject would be ideal. A new teaching block, incorporating a new Science room, is now under construction. A willingness to involve oneself in extra-curricular activities in evenings and at weekends is essential.

Salary above Burnham; accommodation is available.

Applications, in writing with full C.V., photograph and the names of two referees, to the Headmaster (Tel: Marsley 2041). (60248) 204824

LONDON SE21

DULWICH COLLEGE PREPARATORY SCHOOL
(I.A.P.S.)

Because of the expansion of Science and computer teaching and the addition of a second well-equipped laboratory and a computer room, there is a requirement in September an enthusiastic person to take Junior Science and Maths, particularly in the 11 age group. Knowledge of Micro-Computers would be an advantage. Candidates should be prepared to play a part in the school's many out-of-school activities and be willing and able to take games and coaching. Help is available in the Boys' Boarding House for a single man. Burnham Scale with Inner London Allowance. Government Superannuation.

Apply in writing with curriculum vitae, giving telephone number, to the Headmaster, 42 Alleyn Park, Dulwich, London SE21 7AA. (57033) 204824

SOMERSET

PRYLAND HALL
Taunton

Required for September a qualified teacher to take Science throughout the school to P.S.E. level. Pryland Hall is the Junior School of Taunton School. Interest in games and extra-curricular activities an advantage.

Applicants should send c.v. and names of two referees to: The Headmaster, Taunton School, Staplegrove Road, Taunton, Somerset TA2 6AD. Tel: (0823) 78044 (57439) 202424

HERTFORDSHIRE

ST. ALBANS HIGH SCHOOL FOR GIRLS
Junior House 126 girls 4 - 11

Required for September 1984 teacher of general subjects to Junior classes in the Burnham Scale. Government superannuation and London Fringe Allowance.

Application must include a full c.v. and names of two referees to Headmistress, The Hermitage, 1a Strathmore Gardens, London NW3 4NU. (54838) 202424

HERTFORDSHIRE

ST. ALBANS HIGH SCHOOL FOR GIRLS
Junior House 126 girls 4 - 11

Required for September 1984 teacher of general subjects to Junior classes in the Burnham Scale. Government superannuation and London Fringe Allowance.

Application must include a full c.v. and names of two referees to Headmistress, The Hermitage, 1a Strathmore Gardens, London NW3 4NU. (54838) 202424

KENT

Required for September 1984, qualified Infant Teacher to take charge of class of 5/6 year olds.

Apply with c.v. and names and addresses of two referees to Headmistress, Dulwich College Preparatory School, Cornwallis Grove, Cranbrook, Kent. Mark envelope Infants. (57037) 205524

LANCASHIRE

Caring person as Housemother, also responsible for supervising boarding girls between ages of 8 and 11 and 2 evenings and weekends. Free board and accommodation. Salary by negotiation.

Apply to the Headmistress, Lawrence House School, St. Anne's-on-the-Sea, Lancs. FY8 3EB. (Tel: 0253 724178. (60136) 205564

LONDON

THOMAS'S LONDON DAY SCHOOLS

Thomas's is a co-educational day school in Central London, and has a vacancy for a Primary Teacher (7 - 8 year olds) to start in January 1985 (the possible vacancies in the Senior School for September 1985). Applicants must be young, qualified and enthusiastic, interested in Music, Art or Sports an advantage.

Send c.v. to Sylvia Yardley, Assistant Principal, THOMAS'S LONDON DAY SCHOOLS, 15 Cadogan Gardens, London SW3 2RB. Tel: 01-730 1971. (60145) 205524

CARDIFF

THE CATHEDRAL SCHOOL
Llandaff, Cardiff CF5 2YH

Required September 1984, a well qualified teacher of Junior subjects including Mathematics, Science and French to assist in Rugby and Cricket coaching. Non-resident accommodation may be available. The school is a member of the I.A.P.S. Junior Schools Association and is part of the Woodard Corporation.

Applicants with full c.v. and the names, address and telephone numbers of two referees should be sent to the Headmaster. (60712) 205624

DERBYSHIRE

PRE-PREPARATORY TEACHERS required in SEPTEMBER to teach 4½ to 8 year olds. Some experience essential. Single resident accommodation available. Burnham Scale 1 and Government Superannuation.

Apply with full details and telephone numbers of two referees by 16th March to the Headmistress, Tenterfields, Glossop, Derbyshire. (54838) 205624

DEVON

APRIL, 1984
MOUNT HOUSE PREPARATORY SCHOOL
Tavistock, Devon

Required a teacher of general subjects, especially Mathematics and English for 8 and 9 year olds, starting in April or Autumn Term in September an enthusiastic person to take Junior Science and Maths, particularly in the 11 age group. Knowledge of Micro-Computers would be an advantage. Candidates should be prepared to play a part in the school's many out-of-school activities and be willing and able to take games and coaching. Help is available in the Boys' Boarding House for a single man. Burnham Scale with Inner London Allowance. Government Superannuation.

Apply with curriculum vitae, giving telephone number, to the Headmaster, 42 Alleyn Park, Dulwich, London SE21 7AA. (57033) 204824

SOMERSET

ST. MICHAEL'S C. OF E. GIRLS' PREPARATORY SCHOOL
Bruton (I.A.P.S.)

Required for September 1984, a specialist teacher to take special responsibility for curriculum planning and organisation of the Infant Department of the school. Burnham Scale 2. Practising Anglican preferred.

S.A.E. for application form and details of the Headmistress St. Michael's C. of E. Girls' Prep School, Leigh-on-Sea SS9 5PR Tel: 02702 74 March. 1984. (60100) 205424

HAMPSHIRE

EARLEIGH SCHOOL
Red Rice, Andover, Hampshire SP11 7PW

Required in September 1984, a well-qualified and interesting teacher, preferably with at least three years experience, to take our Reception Class of 5 and 6 year olds in this flourishing, I.A.P.S., Catholic, (mainly boarding), Prep School. Enthusiasm and willingness to play a full part in the many activities available to the children are essential. Burnham Scale and attractive accommodation available. Non-resident applicants will be considered.

Please apply in writing enclosing c.v. and names of two referees to the Headmaster sending S. a. e. v. and stamps for three referees. (57192) 205624

HERTFORDSHIRE

LOCKERS PARK SCHOOL
(I.A.P.S. 115 boys, mainly boarders)

Required September 1984 qualified teacher to take charge of P.E. throughout the School. The School has a large games field. Subsidiary subjects essential.

Single accommodation available.

Good salary scale (Burnham Scale plus).

Apply Headmaster, Lockers Park School, Hemel Hempstead, Herts., with full c.v. and names of two referees. (60309) 204824

LONDON

STREATHAM HILL AND CLAPHAM HIGH SCHOOL
The Girls' Public Day School Trust
Waverstone Road, London, SW2 3BR

Required June or September 1984 a class teacher for six year olds. Scientific interest an advantage. Plus Inner London Allowance.

Apply by letter to the Headmistress, with C.V. names of referees and S.A.E. (60608) 205524

LONDON

Infant Teacher required from 1st May 1984 at the Preparatory School for Boys. This is a temporary appointment with possibility of post becoming permanent from January 1985.

Apply in writing with full C.V. and the names, addresses and telephone numbers of two referees to the Headmistress, Streatham House School, 14 Streatham Gardens, London SW16 6NU. (60488) 205624

LONDON

YESODEY HATORAH PRIMARY SCHOOL
193 Stamford Hill, London N16

Suitably qualified and experienced teacher required immediately.

Please send C.V., names and address of referees and a daytime telephone number to the Headmistress. (57763) 205624

LONDON

YESODEY HATORAH PRIMARY SCHOOL
193 Stamford Hill, London N16

Required 1 September 1984 two qualified teachers for classes, subjects to classes of seven and eight years old, one to take charge of the music in the department. Burnham Scale.

Please apply in writing with curriculum vitae, photograph and names, addresses of two referees to the Headmistress at the above address.

LONDON

JAMES ALLEN'S GIRLS' SCHOOL
Dulwich Grove, London SE22

Form teacher for their JUNIOR DEPARTMENT.

For details see Independent section. (60443) 205624

LONDON

ST. ANNE'S INDEPENDENT SCHOOL (CATHOLIC) PREPARATORY SCHOOL
Fernshaw Rise, Lots Lane, London W6

Required in September, qualified (latest trained) INFANT TEACHER.

London Burnham salary.

Apply in writing enclosing curriculum vitae, addresses of two referees and S.a.e. to The Headmistress. (57192) 205624

LONDON

Qualified TEACHER required for September 1984 in THE HALL JUNIOR SCHOOL with experience with 8 to 9 year group. Opportunity exists for responsibility for a small department. Salary is based on Burnham scale plus School Allowance.

Application must include a full c.v. and names of two referees to the Headmistress, The Hall Junior School, 23 Crossfield Road, London NW3 4NU. (54838)

MIDDLESEX

ORLEY FARM SCHOOL
South Hill Avenue, Harrow HA1 3NU

Required in September 1984 two qualified teachers for classes/subjects to classes of seven and eight year olds, one to take charge of the music in the department. Burnham Scale.

Please apply in writing with curriculum vitae, photograph and names, addresses of two referees to the Headmaster.

MIDDLESEX

ORLEY FARM SCHOOL
South Hill Avenue, Harrow HA1 3NU

Pre-Preparatory Department

Required in September 1984 due to the expansion of the school teachers for classes of five and seven year olds. Burnham Scale.

Please apply in writing with curriculum vitae, photograph and names, addresses of two referees to the Headmaster. (54546)

LONDON

ARNOLD HOUSE SCHOOL
Loudoun Road, St. John's Wood, NW8 0LU

Required in September qualified teacher to take charge of small form or set of the Junior School (8 - 9 year olds) in the boys preparatory school. Opportunity for hard working and flexible lady with a lively love of children and a gift for teaching.

Apply with curriculum vitae and the names, addresses and telephone numbers of 2 referees to the Headmaster, Arnold House School, Loudoun Road, St. John's Wood, London NW8 0LU. (58181) 205524

LONDON

JAMES ALLEN'S GIRLS' SCHOOL
Dulwich Grove, London SE22

Form teacher for their JUNIOR DEPARTMENT.

For details see Independent section. (60443) 205624

LONDON

ST. ANNE'S INDEPENDENT SCHOOL (CATHOLIC) PREPARATORY SCHOOL
Fernshaw Rise, Lots Lane, London W6

Required in September, qualified (latest trained) INFANT TEACHER.

London Burnham salary.

Apply in writing enclosing curriculum vitae, addresses of two referees and S.a.e. to The Headmistress. (57192) 205624

LONDON

Qualified TEACHER required for September 1984 in THE HALL JUNIOR SCHOOL with experience with 8 to 9 year group. Opportunity exists for responsibility for a small department. Salary is based on Burnham scale plus School Allowance.

Application must include a full c.v. and names of two referees to Headmistress, The Hall Junior School, 23 Crossfield Road, London NW3 4NU. (54838)

LONDON

**YESODEY H

PREP SCHOOLS
continued

SURREY

LANESBOROUGH
(CAPS: 370 boys 5 - 13)
The Preparatory Department of the Royal Grammar School and the choir school for Guildford Cathedral.
Required in September 1984, a qualified and preferably experienced JUNIOR TEACHER for 5 to 8-year-olds, with a real commitment to formal teaching, to help a class of already above average ability achieve their full potential.
Applications should be sent as soon as possible to the Headmaster, Lanesborough, Moorl Road, Guildford, Surrey, with a full curriculum vitae and names, addresses and telephone numbers of at least two referees. (606511) 205624

SURREY
GLENESK SCHOOL
East Horsley
Wanted in September 1984 a full-time qualified teacher for 5/6 year olds. Burnham Salary.
Applications with full c.v. to the Headmistress. (60931) 205634

SURREY
GLENESK SCHOOL
East Horsley
Wanted in September 1984 a part-time qualified and experienced Nursery teacher. Burnham Salary.
Applications with full c.v. to the Headmistress. (60931) 205624

SUSSEX

ST. ANDREW'S SCHOOL
Meads, Eastbourne, East Sussex BN20 7RP
(Tel: Eastbourne 33203)
(A.P.S. Co-educational Boarding and Day 2?5 pupils)
ENGLISH, FRENCH AND LATIN
Required for September 1984 a teacher to teach mainly English, but who can offer some French and Latin. Ability to coach games a distinct advantage and commitment to boarding school life and duties essential.
Applications with curriculum vitae and names, addresses and telephone numbers of two referees to The Head master. (57214) 205624

WINCHESTER
ST. SWITHUN'S JUNIOR SCHOOL
Winchester
Required in September 1984 an experienced energetic teacher for a newly created post in an expanding department to teach 6 - 7 year olds. Applicant should be able to co-ordinate and lead the work of the Pre-prep department. The ability to play the piano would be an advantage.
Scale 3 post.
Application in writing with c.v. and names, addresses and telephone numbers of two referees to the Headmistress. (649057) 205624

COVENTRY TECHNICAL COLLEGE

PRINCIPAL

Applications are invited for this post which becomes vacant in September 1984 on the retirement of the present Principal. The college has 6,000 students, 8 departments and a wide range of courses including some advanced work.
Candidates should have substantial experience in further education, including senior management responsibility, and commitment to the development of post-16 education and training.
Salary: Burnham Group 7 £21,903 to £22,905.
Further particulars and application forms are available from: The Director of Education, New Council Offices, Earl Street, Coventry CV1 5RS.
Closing date for receipt of completed applications is Friday, 23rd March 1984. (2292)

Coventry Technical College
Butts, Coventry CV1 3GD Tel: 0203 57221

EAST HERTS COLLEGE
TURNFORD
PRINCIPAL
Applications are invited for the post of Principal of this Group V College. The present Principal Mr L. K. Street, will be retiring at the end of August, and it is hoped that the successful candidate will be able to take up the appointment in September 1984.
The College is situated in modern buildings on a pleasant 23 acre site at Turnford which is between Broxbourne and Cheshunt on the A1170 close to the new A10, and approximately 15 miles from London. It provides a very wide range of courses to meet the needs of local industry and commerce and is the centre for social, cultural and recreational activities in the area.
Applications, by letter, should be submitted by 23rd March, 1984 to the County Education Officer (Ref: GHM), County Hall, Hertford SG13 8DF, from whom further particulars are available. (2152)

Hertfordshire County Council

Heads of Department

DERBYSHIRE

CHESTERFIELD COLLEGE OF TECHNOLOGY AND ARTS

REQUIRED FROM 1ST SEPTEMBER 1984 HEAD OF DIVISION OF INFORMATICS TECHNOLOGY in the Faculty of Business and General Education.

Applicants should be graduates, preferably with teacher-training and relevant experience. Salary within the scale PL to the Bar.

Further details and application forms are available from the Principal, Chesterfield College of Technology, Infirmary Road, Chesterfield on receipt of a stamped addressed envelope. Closing date 23rd March 1984.

Derbyshire County Council is an Equal Opportunities Employer. (60714) 220018

LIVERPOOL
EDUCATION COMMITTEE

HEAD OF PRISON EDUCATION DEPARTMENT

H.M. PRISON
Liverpool

BURNHAM FE HEAD OF DEPARTMENT GRADE II

£11,870 to £13,494 p.a.

NORTH EAST LIVERPOOL TECHNICAL COLLEGE
Muirhead Avenue East, Liverpool L11 1BB

The person appointed will be responsible for the provision of a wide range of educational courses within the Prison, including remedial, basic education, social and life skills, and others leading to GCE 'O' and 'A' level and to Open University Courses.

Further details and application form available from (SAE) and returnable to the Principal at the College by 23rd March.

The City Council is an Equal Opportunity Employer, and welcomes applications irrespective of race, sex, marital status or disability. (57390) 220018

Colleges of Further Education

Directors and Principals

WEST GLAMORGAN
Please see displayed advertisement on Page 85. (60608) 220016

Other Appointments

AVON COUNTY

FILTON TECHNICAL COLLEGE
Filton Avenue, Bristol BS12 7AT
DEPARTMENT OF BUSINESS STUDIES
MANAGEMENT

1 SENIOR LECTURER IN SECRETARIAL SKILLS to teach secretarial skills and be responsible for the administration of a section employing 10 full-time staff and offering a wide range of 16 - 19 and adult secretarial courses. Candidates will be expected to have experience in the application of new technology and the development of modern secretarial courses.

1 SENIOR LECTURER IN BUSINESS STUDIES. Business Studies subjects and to have responsibility for the administration and co-ordination of BTEC and LCCI Conversion Courses and to contribute to their development. Organisation and administration of professional examinations.

2 LECTURERS II IN SECRETARIAL SKILLS/BTEC. To teach secretarial skills and to contribute significantly to the administration of the secretarial section. An interest in new technologies and applications will be an advantage.

Candidates for the above posts should be teacher trained with appropriate experience. For posts 1 and 2 a degree or equivalent qualification will be an advantage.

DEPUTY HEAD OF SCHOOL/ 4 SENIOR LECTURER to be responsible for the administration of the Secretarial department which contributes a wide range of specialisms to a college inter-department GCE timetable, services English and Communications in other departments and the thriving Art Foundation course and BTEC section and is responsible for Adult courses in Filton and surrounding area. The person appointed will also be required to contribute to the college programme in one of the following areas of responsibility: English Literature, Music, Dress and Fashion. Candidates should have proven experience in the organisation/delivery of second-chance/2nd opportunity/non-advanced FE in a similar environment.

5 LECTURER II IN ENGINEERING. One section head responsible for Engineering Craft Courses which is offered at GCE 'O' and 'A' level. Candidates should be teacher trained

4 LECTURER I IN DRESS AND FASHION. Posts to teach at GCE 'O' and 'A' level, craft and foundation art courses. Candidates should be teachers trained with appropriate qualifications.

Salaries in the above posts (send sae) from the Personnel Department. Completed forms returnable by 3rd April 1984. (60416) 220026

BERKSHIRE

LANGLEY COLLEGE OF FURTHER EDUCATION

Lecturer II/Senior Lecturer in Electronic Engineering

Applications are invited from graduates with three years' qualifiable from 1st March 1984.

Applicants should possess a degree or its equivalent together with industrial and teaching experience and relevant qualifications in electronic craft and BTEC Certificate courses.

The person appointed will be responsible to the Electronic Engineering section leader and will be required to teach microprocessor computer systems and electronic instruments and to contribute to Electronics Servicing and Part Studies. An active interest is sought in the development and running short courses.

Salary Scale: £7,453 - £11,286 per annum, £12,810 including London Allowance.

Berkshire has a scheme for assisting with removal expenses. The County Council is an equal opportunity employer and all applications will be considered solely on the basis of suitability for the post irrespective of race, colour, marital status or disability.

Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough SL3 8BY. Please quote reference and, addressed, foolscap envelope, or tel: Slough 49982. Closing date: 29th March, 1984. (60098) 220026

AVON COUNTY

EDUCATION SERVICE
BUNHILL TECHNICAL COLLEGE
DEPARTMENT OF PRINTING & GRAPHIC COMMUNICATION
Principal F.J. Hawley, Msc.
LECTURER GRADE I in Typography, Book Restoration, Printing Finishes required September 1984.
Further details and application forms to be returned by 22nd March 1984 from Personal Officer, Bunhill Technical College, Ashley Down, Bristol BS7 9JJ. Telephone reference 84/19. (57388) 220036

LONDON BOROUGH OF BARNET
required for September 1984

VICE PRINCIPAL OF HENDON COLLEGE OF FURTHER EDUCATION

(Group 5) Salary Range £16,443–£17,388 plus £645 London Allowance.
Applications are invited for the above post following the retirement of the present Vice Principal.

Futher particulars and application forms are available from The Principal, Hendon College of Further Education, The Burroughs, Hendon, London NW4. (01-202 3811).
Closing date for applications: 23rd March 1984. (6300)

LOWESTOFT COLLEGE OF FURTHER EDUCATION

PRINCIPAL

(Group 6 – Salary range £20,862–£21,864)

Applications are invited from persons with appropriate qualifications and experience at a senior level in Further Education for the post of Principal of the Lowestoft College of Further Education which will become vacant on 1st September, 1984.
Application forms and further details may be obtained from the County Education Officer, Post 16 Division, Education Office, Grimwade Street, Ipswich IP4 1LJ (see please).
Completed application forms must be returned by 30th March, 1984. (2263)

Suffolk County Council

EDUCATION DEPARTMENT
MONKWEARMOUTH COLLEGE OF FURTHER EDUCATION

PRINCIPAL (Group 5)

Applications are invited from graduates with a broad background in further education and substantial administrative experience at a senior level. The vacancy arises from the retirement of the present Principal. The appointment will take effect from 1st September, 1984. Salary related to the Unit Total (currently £20,397).

Application forms and further details are available from the Director of Education, (Ref: FE/WTF), P.O. Box 101, Town Hall and Civic Centre, Sunderland, SR2 7DN and should be returned by 19th March, 1984.

borough of Sunderland

GRAMPIAN REGIONAL COUNCIL

DEPUTY PRINCIPAL

Required at Moray College of Further Education, Elgin. Applicants must hold a degree and/or relevant professional qualification and preferably have industrial or commercial experience.
Candidates must have held a post of responsibility not below head of department level or a senior post in further education administration.
Salary: £16,470.
Application forms and further details from: The Director of Education, Woodhill House, Aberdeen AB9 2LU
with whom applications (2 copies) should be lodged by March 26.

COLLEGES OF FURTHER EDUCATION
continued

BARNET

LONDON BOROUGH OF BARNET
THE COLLEGE OF NORTH EAST LONDON
SCHOOL OF BUSINESS STUDIES
SECRETARIAL AND OFFICE MANAGEMENT
HEAD OF SECRETARIAL STUDIES AND OFFICE MANAGEMENT
Ref: 1/1
Salary: £11,685 - £13,749 inclusive of London Allowance.
The College is situated in modern buildings on a pleasant site in Tottenham Hale, close to the M25 and M11 motorways and is well served by public transport. It provides a wide range of courses in business and secretarial studies, including BTEC National and Higher National Diploma courses, and has a strong commitment to the development of new courses to meet the needs of local industry and commerce.
The person appointed will be responsible for the management of the full-time courses in secretarial studies and office management, and will be required to contribute to the development of part-time courses. Applicants should have a relevant degree and/or professional qualification and have considerable experience of teaching secretarial and office management subjects at all levels. Experience of management in a college environment is essential.
Application forms and further particulars may be obtained from the Personnel Officer, The College of North East London, Tottenham Lane, Hornsey, London N8 7RF. Tel: 01-348 8351 ext. 2.
Closing date for receipt of completed applications: 30th March, 1984. (60488) 220026

BRENT

LONDON BOROUGH OF BRENT
WILLESDEN COLLEGE OF TECHNOLOGY
Principal: Dr. Barnard, Ll.B., Ph.D., C.Chem., F.R.I.C., F.C.C.A.
DEPARTMENT OF SCIENCE
LECTURER I IN COMPUTER STUDIES
Ref: 84/1
Salary: £8,649 - £9,519 inclusive of London Allowance.
Applications are invited for the post of Lecturer I in Computer Studies as soon as possible thereafter as the successful candidate will be required to teach Computer Studies at GCE 'O' level and 'A' level and BTEC National Diploma courses. The person appointed will be required to contribute to the development of the Computer Studies section and to the administration of the Department also runs Computer Literacy courses for mature students. An ability to teach in Small Business Systems and Information in Organisations would be an advantage. Flowcharting and COBOL is desirable.
Application forms and further details from the Personnel Officer, Willesden College of Technology, Dudden Hill Lane, London NW10 2XD (Tel: 01-451 7511), returnable within 14 days. (60408) 220026

BIRMINGHAM
CITY OF BIRMINGHAM EDUCATION DEPARTMENT

COLLEGE OF FOOD AND DOMESTIC ARTS
Summer Row, Birmingham B3 1JB

HOTEL CATERING AND MANAGEMENT STUDIES DEPARTMENT

PRINCIPAL LECTURER - Food Production and Service Section Leader

(Re-advertisement)

Applications are invited for the above post: The successful applicant will assume a major functional responsibility for all practical courses, 325 Food and Beverage Lecturers and all international Students.

In this large sub-section involving 8 courses and over 200 students regular contact with industry is maintained through supervising 9 major additional periods of responsibility. The management involves 3 principal lecturers.

Applicants should have wide industrial and educational experience. Appropriate professional and academic qualifications are essential.

Salary £12,519 - £15,411. Date of commencement 1 September 1984.

Further details and application form (to be returned within 14 days of the publication of this advertisement. (57371) 220026

BUCKINGHAMSHIRE

COUNTY COUNCIL
AYLESBURY COLLEGE
DEPARTMENT OF GENERAL STUDIES & LICENSED TRADES
APPLICATIONS ARE INVITED FOR THE FOLLOWING POST WHICH IS AVAILABLE FROM 1st SEPTEMBER, 1984.
LECTURER GRADE I.
Applications should hold a suitable qualification to enable them to teach Computing to GCE 'O' and 'A' level classes. Teaching qualification and experience of industry would be advantageous.
Application form and further particulars are available from the Principal, Milton Keynes College, Chaffron Way, Leadenhall, Milton Keynes MK6 5LB on receipt of a stamped addressed envelope (9" x 6").
Completed forms must be returned within fourteen days of the advertisement. (2287) 220026

CHESHIRE
EDUCATION COMMITTEE

CHESTER COLLEGE OF FURTHER EDUCATION
Eaton Road, Handbridge, Chester

Required as soon as possible

SENIOR LECTURER IN BUSINESS STUDIES.

To assume responsibility for the co-ordination of BTEC General courses and, more generally, to provide a wider range of courses of a similar level. Burnham Group. Applicants should possess a degree and/or professional qualification and must be able to offer Computing/Quantitative subjects.

Construction Department
LECTURER I IN PLUMBING WORK
Ref: Co/f/93
Applications are invited from persons having a wide industrial experience and suitable qualifications for the above post.
The person appointed will be expected to teach Plumbing to Craft and Advanced Craft students to the City & Guilds of London Institute Plumbing Course 500, together with associated duties.
Assistance may be given towards household removal expenses.
Further information and application forms for both posts may be obtained from the College at the above address, Tel: 01-691 7771 (24 hr answering service). *Applications to be returned by 23 March 1984. It is essential to quote the correct Reference number.*

CUMBRIA
COUNTY COUNCIL

BARROW-IN-FURNESS COLLEGE OF FURTHER EDUCATION
Howard Street, Barrow-in-Furness LA14 1LJ

(Tel: 0229 25017)

Required for 1 September 1984:-

DEPARTMENT OF TECHNOLOGY AND SCIENCE.
(a) LECTURER GRADE II TO TEACH ELECTRONICS, MICROPROCESSORS AND RELATED SUBJECTS TO TEC AND BTEC COURSES.

Applicants should possess a degree or its equivalent, and have appropriate industrial experience. Salary £7,815 - £11,562.

DEPARTMENT OF ADULT AND COMMUNITY EDUCATION.

(b) LECTURER GRADE I IN BOOK PREPARATION AND RELATED CATERING SUBJECTS.

Applicants should possess at least City and Guilds 706/3 or equivalent qualification, appropriate trade experience and a Teacher Training qualification. Salary £6,549 - £8,735.

Application forms for both posts available from and returnable to the Principal within 21 days of this advertisement. (57910) 220024

EAST SUSSEX

BRIGHTON COLLEGE OF TECHNOLOGY
LECTURER I: SPECIAL NEEDS
Required from September/October, (Depending on release from present employment), to be responsible for a newly established course for leavers from special schools in the area. Salary: £5,649 - £9,135.
Details from Principal, Brighton College of Technology, Pelham Street, Brighton BN1 4FA. Tel: (0273) 685871 ext. 324. Closing date for applications: March 23rd. (57538) 220026

EXETER

EXETER COLLEGE
Hele Road, Exeter EX4 4JS
SCHOOL OF HOTEL, CATERING & CREATIVE ARTS
LECTURER GRADE I HAIRDRESSING
Applications are invited for the above post to commence from September 1984.
Applicants should hold recognised professional qualifications in hairdressing, as well as appropriate teaching certificate together with suitable industrial experience.
SALARY LI £5,649 - £9,135.
BUSINESS STUDIES DEPARTMENT
LECTURER GRADE I LAW
Applications are invited from graduates in Law for the post of Lecturer I with effect from September 1984.
Candidates should have practical and/or teaching experience and be prepared to teach Law across a range of business studies courses.
SALARY LI £5,649 - £9,135.
LECTURER GRADE I SUBJECTS.
Applications are invited from graduate teachers with experience of teaching A Level Business Studies with effect from September 1984.
Applicants should be capable of teaching all aspects of the Cambridge and AEB syllabus and willing to take responsibility for groups of students.
SALARY LI £5,649 - £9,135.
Further details and application form returnable within 14 days of the date of this advertisement from the Principal, Exeter SAE (64709) 220026

HERTFORDSHIRE

WARE COLLEGE
LECTURER GRADE I IN RETAIL DISTRIBUTION & BUSINESS STUDIES
required for September to teach BTEC National and General Diploma courses in Business Studies Department. The person appointed will teach Retail Distribution as a specialist subject but will be able to offer one or more other business studies subjects such as accounts, structure of business, world of work etc. teaching qualification and relevant experience will be an advantage.
Further particulars and application forms (s.a.e. please) are obtainable from the Principal, Ware College, Scotts Road, Ware, Herts, SG12 9JF. Forms should be returned to the Personnel Officer within two weeks of this advertisement. (2289) 220026

RGIT
ROBERT GORDON'S INSTITUTE OF TECHNOLOGY, ABERDEEN
SCHOOL OF HOTEL AND INSTITUTIONAL ADMINISTRATION

DEPUTY HEAD OF SCHOOL/ SENIOR LECTURER

Key position suitable for a person with appropriate academic and professional qualifications and industrial and teaching experience, to act as subject leader in Hotel, Catering and Accommodation Management Studies for Degree Course in Hotel, Catering and Institutional Administration.
Salary range £12,226–£16,411 per annum (under review).
Assistance with removal expenses.
Details from Secretary, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen AB9 1FR. (0224 633611). (9241)

HIGHLAND REGIONAL COUNCIL
EDUCATION DEPARTMENT
THURSO TECHNICAL COLLEGE

SENIOR LECTURER II (COMPUTING AND MICROPROCESSORS)

Applications are invited for the above post from persons having qualifications and experience which would enable them to take responsibility for the organisation and development of microprocessor and computing facilities within the college and to teach allied subjects.
Salary will be in accordance with the appropriate national scale (£10,413 – £12,228).
Further information and application forms are obtainable from:
The Director of Education, Regional Buildings, Glenurquhart Road, Inverness (Tel: 234121, Ext. 362), to whom completed forms should be returned no later than 23rd March 1984. (2288)

HAMPSHIRE

THE SOUTH DOWNS COLLEGE OF FURTHER EDUCATION
Post Mk.1 SENIOR LECTURER IN VISUAL AND PERFORMANCE ARTS
Post Mk.2 LECTURER GRADE I in BUSINESS SUBJECTS
required immediately or as soon as possible to South Downs College of F.E. Computer based Information systems to assist the Head of Department of Adult Education in the management of the full-time courses section including the existing Visual and Performance Arts courses and associated activities (Art, Design and Music) and the South Downs Band.
The successful candidate will also be expected to help in the development of new subject areas including Drama, Movement and Dance.
Applicants should have appropriate teaching and administrative experience in the Visual and Performance Arts and be a teacher trained graduate. A professional background in the Visual and Performance Arts would be preferred. (Particular subject specialisms of interest: - Art and Design, Drama or Movement and Dance).
Salary Scale: £10,683 - £13,857.
For further details and application form please send s stamped A4 envelope to the Vice Principal, The South Downs College of F.E., College Road, Havant, Hants, PO9 1SA. Tel: Waterlooville 57011. Closing date for the receipt of completed application forms if Friday 23rd March 1984. (54541) 220026

HAMPSHIRE

THE SOUTH DOWNS COLLEGE OF FURTHER EDUCATION
Post Mk.3 LECTURER GRADE I in BUSINESS SUBJECTS
required immediately or as soon as possible to South Downs College of F.E. Computer based Information systems to assist the Head of Department of Adult Education in the management of the full-time courses section including the existing Visual and Performance Arts courses and associated activities (Art, Design and Music) and the South Downs Band.
The successful candidate will also be expected to help in the development of new subject areas including Drama, Movement and Dance.
Applicants should have appropriate teaching and administrative experience in the Visual and Performance Arts and be a teacher trained graduate. A professional background in the Visual and Performance Arts would be preferred. (Particular subject specialisms of interest: - Art and Design, Drama or Movement and Dance).
Salary Scale: £10,683 - £13,857.
For further details and application form please send s stamped A4 envelope to the Vice Principal, The South Downs College of F.E., College Road, Havant, Hants, PO9 1SA. Tel: Waterlooville 57011. Closing date for the receipt of completed application forms if Friday 23rd March 1984. (54541) 220026

HERTFORDSHIRE

ST. ALBANS COLLEGE
49 Hatfield Road, St Albans. AL1 3RS.

(Tel: 60423)

LECTURER I in BUSINESS STUDIES (Salary scale £5,649 - £9,735 plus £552 area weighting) required from 1 September 1984 to teach a mixed economics related subjects to BTEC National Diploma/Certificate standard. The ability to offer Business Law, Marketing and Organisation in its European dimension would be an advantage. All candidates should have relevant commercial experience and a keen interest in the application of computers in business. Teaching experience within industry desirable is not essential.

Further details and an application form is available from the principal at the college and should be returned by 23 March 1984. (60604) 220026

ilea colleges
INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award: LECTURER GRADE I (part-time pro-rata). On an incremental scale with the range £5,649 - £9,735 starting point dependent on qualifications, training and experience. LECTURER GRADE II £11,562 - £12,663 (inner) £13,443 - £14,544 (outer). LECTURER GRADE III £12,339 (inner) £13,744 (outer). HEAD OF DEPARTMENT GRADE I £14,148 - £15,649. Subject to formal approval. For all posts, unless otherwise stated, there is an Inner London Allowance of £967. ILEA is an equal opportunities employer.

BRIXTON COLLEGE
56 Brixton Hill, SW2 1QS

HEAD OF CONTINUING TRAINING AND EDUCATION GROUP (HOD 4)
Ref: R8
Brixton College is looking for a person with considerable experience of teaching and administration to act as Head of a new course group concerned with the provision of pre-vocational and vocational studies in a wide subject area. Experience of YTS and other new initiatives, and willingness to respond to local needs, are essential attributes for this post.
This group will be housed in an additional building and the post initially entails a considerable amount of planning and liaison.
The person appointed should be prepared to become an essential member of a team implementing the re-organisation plan for the college, and to work in a college with a team approach.

HEAD OF PERSONAL AND SOCIAL SERVICES GROUP (HOD 4)
Ref: R2
Brixton College is looking for a person with considerable experience of teaching and administration to act as Head for a new course group concerned with personal and social service studies. The group includes NNEB, PCSC and other related courses.
A professional qualification and practical experience in a broadly related field would be an advantage.
The person appointed should be prepared to become an essential member of a team implementing the re-organisation plan for the college and to work in a college with a team approach.

GUIDANCE CO-ORDINATOR PRINCIPAL LECTURER
Ref: R1
Brixton College is looking for an experienced lecturer with guidance/ counselling qualifications to act as Guidance Co-ordinator. The Co-ordinator will work with a multi-disciplinary team within a new Student Resource Unit. The person appointed should be prepared to become an essential member of a team implementing the re-organisation plan for the College, and be especially involved in the setting up of a tutorial/ admissions system and in the introduction of active guidance in the College.

LECTURER I – SPECIAL NEEDS
Ref: R5
A Lecturer I is required to contribute to the College provision for special needs students. Courses operate throughout the college and a substantial number of students from school link courses progress to full-time courses. Applicants should have experience of teaching literacy, numeracy or social and life skills to special needs students.

LECTURER I – BUSINESS STUDIES
Ref: BS27
A Lecturer I in Business Studies required as soon as possible. The successful applicant will be required to teach economics, commerce and related subjects to students on BEC National and General GCE 'O' level, Advanced and Clerical courses in the department.
Because of the nature of the work, it is expected that the successful applicant will have some experience of, or at least knowledge of the assessment approach required to teach these courses.

LECTURER I YTS AND RELATED COURSES
Ref: R4
A vacancy exists for a Lecturer I to teach on, and participate in the planning of, YTS and related courses. This is a new post to support and developing aspect of the College's work.

Applications should include a suitable qualification to enable them to teach Computing to GCE 'O' and 'A' level classes. Teaching qualification and experience of industry would be advantageous.
Application form and further particulars are available from the Principal, Milton Keynes College, Chaffron Way, Leadenhall, Milton Keynes MK6 5LB on receipt of a stamped addressed envelope (9" x 6").
Completed forms must be returned within fourteen days of the advertisement. (2287) 220026

EAST SUSSEX

BRIGHTON COLLEGE OF TECHNOLOGY
LECTURER I: SPECIAL NEEDS
Required from September/October, (Depending on release from present employment), to be responsible for a newly established course for leavers from special schools in the area. Salary: £5,649 - £9,135.
Details from Principal, Brighton College of Technology, Pelham Street, Brighton BN1 4FA. Tel: (0273) 685871 ext. 324. Closing date for applications: March 23rd. (57538) 220026

EXETER

EXETER COLLEGE
Hele Road, Exeter EX4 4JS
SCHOOL OF HOTEL, CATERING & CREATIVE ARTS
LECTURER GRADE I HAIRDRESSING
Applications are invited for the above post to commence from September 1984.
Applicants should hold recognised professional qualifications in hairdressing, as well as appropriate teaching certificate together with suitable industrial experience.
SALARY LI £5,649 - £9,135.
BUSINESS STUDIES DEPARTMENT
LECTURER GRADE I LAW
Applications are invited from graduates in Law for the post of Lecturer I with effect from September 1984.
Candidates should have practical and/or teaching experience and be prepared to teach Law across a range of business studies courses.
SALARY LI £5,649 - £9,135.
LECTURER GRADE I SUBJECTS.
Applications are invited from graduate teachers with experience of teaching A Level Business Studies with effect from September 1984.
Applicants should be capable of teaching all aspects of the Cambridge and AEB syllabus and willing to take responsibility for groups of students.
SALARY LI £5,649 - £9,135.
Further details and application form returnable within 14 days of the date of this advertisement from the Principal, Exeter SAE (64709) 220026

HERTFORDSHIRE

WARE COLLEGE
LECTURER GRADE I IN RETAIL DISTRIBUTION & BUSINESS STUDIES
required for September to teach BTEC National and General Diploma courses in Business Studies Department. The person appointed will teach Retail Distribution as a specialist subject but will be able to offer one or more other business studies subjects such as accounts, structure of business, world of work etc. teaching qualification and relevant experience will be an advantage.
Further particulars and application forms (s.a.e. please) are obtainable from the Principal, Ware College, Scotts Road, Ware, Herts, SG12 9JF. Forms should be returned to the Personnel Officer within two weeks of this advertisement. (2289) 220026

GENERAL EDUCATION DEPARTMENT
LECTURER I/II (0.6) LITERACY/ NUMERACY
Ref: G74
A vacancy exists for a Lecturer II (0.6) in Literacy/Numeracy within the College. The College provides both daytime and evening classes in literacy/numeracy as part of the Inner London Education Authority's specialist provision.

LI – NUMERACY
Ref: G74
A vacancy exists for a Lecturer I to teach numeracy on a range of courses within the College.
Further details and application forms for all the above posts available from the Applications Secretary at the above address. Please quote reference number and enclose a self addressed stamped envelope.
Closing date for receipt of all applications 23 March, 1984.

SOUTH EAST LONDON COLLEGE
Lewisham Way, SE4 1UT
Tel: 01-691 7666 (24 hr answering service)
Department of Business & Administrative Studies
TEMPORARY LECTURER I IN BUSINESS STUDIES
Ref BAS/87
Applications are invited for this position, which is currently vacant and tenable up to August 1984. Applicants should have a Degree or equivalent professional qualification. Whilst applications will be considered from any Business discipline, preference will be given to candidates able to offer Computing/Quantitative subjects.

Construction Department
LECTURER I IN PLUMBING WORK
Ref: Co/f/93
Applications are invited from persons having a wide industrial experience and suitable qualifications for the above post.
The person appointed will be expected to teach Plumbing to Craft and Advanced Craft students to the City & Guilds of London Institute Plumbing Course 500, together with associated duties.
Assistance may be given towards household removal expenses.
Further information and application forms for both posts may be obtained from the College at the above address, Tel: 01-691 7771 (24 hr answering service). *Applications to be returned by 23 March 1984. It is essential to quote the correct Reference number.*

SOUTH THAMES COLLEGE
Wandsworth High Street, SW18 2PP
Department of Modern Languages
LECTURER II IN ENGLISH/ COMMUNICATION
Ref: ML/3-84
Required from September 1984. An appropriate degree, a teaching diploma or certificate and experience in teaching in the Further Education sector are necessary requirements for the post. Good organising ability and work experience in the secretarial field will be of advantage.

Department of Secretarial & Clerical Studies
SENIOR LECTURER IN INFORMATION TECHNOLOGY RELATING TO THE OFFICE
Ref: DSCS/3-20
Required for 1 September 1984. The person appointed will be expected to develop courses in Information Technology and teach students methods of processing, storing, obtaining and sending information.
It is desirable that candidates possess appropriate qualifications and relevant experience in information technology relating to the office. Preference will be given to applicants with teaching experience in further education.
Application forms and further details of the post obtainable from the Principal's Secretary, returnable within 14 days of appearance of advertisement. Please quote reference number and enclose stamped addressed envelope.

SOUTHWARK COLLEGE
The Cut, SE1 8LA
TEMPORARY LECTURER II CAREERS EDUCATION AND LIFESKILLS
Applications are invited for the above temporary post from experienced candidates. The post involves working

Careers/Social and Life Skills on GCE courses, YTS programmes and Vocational Preparation Courses, and will be tenable to May 1985 or December 1985.
LECTURER I required for Basic Skills and General Education. Ability to teach GCE students in one of the following subjects: History, Geography. Government will be an additional recommendation.
Assistance may be given towards household removal expenses.
Further details and form of application returnable within 14 days from the Deputy Administrative Officer, South West London College, Tooting Broadway, SW17 0TO (T252).

VAUXHALL COLLEGE OF BUILDING & FURTHER EDUCATION
Belmore Street, Wandsworth Road, SW8 2JY
Tel: 01-735 4611
Department of Technician Studies
LECTURER I IN SCIENCE & MATHEMATICS
Applications are required for appointment as soon as available to teach Physical Science in a range of construction technician courses.
Applicants should have a Physical Science or Materials Science qualification and must be prepared to relate their knowledge to practice in the industry. The ability to offer Mathematics or Computing would be an advantage.
Applications forms and further details may be obtained from the Deputy Senior Administrative Officer (Ext. 7357/7360).
Completed application forms must be returned by no later than 23 March 1984.

WESTMINSTER COLLEGE
Battersea Park Road, SW11 4JR
Department of General and Business Studies
PRINCIPAL LECTURER
Ref: GSS 2/83
Required for 1 September 1984 to act as deputy to the newly appointed Head of Department and carry significant administrative responsibilities for timetabling and resources.
Department of Continuing and Creative Studies
SENIOR LECTURER
Ref: CCS1/83
Required for 1 September 1984 to be one of two Senior Lecturers in this new department with a newly appointed Head of Department. Particular responsibilities will lie to act as Senior Tutor and co-ordinate Access programmes. A strong interest in the broad educational needs of underachieving students and teaching in fields such as communications, life skills, performing arts, essential.
LECTURER I
Ref: CCS 2/83
Required as soon as possible to offer a range of general education, communications, problem-solving courses relevant to YTS, and similar courses. A determination to explore new approaches in student centred learning and to assist under achievement is essential.
Department of Home Economics and Catering
Required for 1 September 1984 to act as Course Tutor for BTEC Diploma in Food, Catering and Institutional Operations and to teach in at least one of the fields: Food Service, Business Studies/Hotel Law.

Further details and application forms, returnable by 20 March 1984 (telephone applications will be accepted) should be addressed to the Clerk to the Governors, Westminster College, Battersea Park Road, SW11 4JR.

COLLEGES OF FURTHER EDUCATION
continued

HARINGEY

LONDON BOROUGH OF HARINGEY
Progress with Humanity

HARINGEY INFORMATION TECHNOLOGY CENTRE
The London Borough of Haringey wishes to appoint two additional permanent staff to its newly established 16 place ITEC. The main training activities of the ITEC are Computer Electronics and Office Practice (with emphasis on the Electronic Office.) Additionally, the HITEC is developing community and business access to its facilities through adult education and adult training as well as developing products and services.

ELECTRONICS INSTRUCTOR AND TECHNICAL SKILLS INSTRUCTOR
Principally to provide instruction to groups of 10 to 15 year old youths with little or no prior technical knowledge. As the HITEC is a new scheme, it is still developing and the preparation of appropriate workshop based training materials and methodology is still a large proportion of the job.

The work can be rewarding and is very demanding in the present development phase. The work of the instructors is likely to undergo considerable change over the first year.

HITEC has a staff of 10 lecturers and is generally non-hierarchical in operation. The Electronics Instructor will normally work with a Lecturer II and training, contract, administration and development are shared.

The Technical Skills Instructor is a new post to provide instruction in numeracy and literacy clerical skills, electronics and computing, as well as assisting in the basics and computing training and project development.

Salary: Burnham Lecturer Grade I £8,658 - £10,179 p.a. inclusive of London Weighting.

Starting salaries above the minimum may be paid according to qualifications and experience, N.J.C. Conditions of Service for A.P.T. and C. staff will operate.

Applications from candidates with appropriate qualifications and/or experience in electronics and computing and training; or Youth Work experience would be a distinct advantage.

For further details and application form (s.a.e. please) from Education Officer (Further & Higher Education), 48-52 Station Road, Wood Green, London N22 4TY (telephone 01-881 2712) within 14 days of the advertisement.

Haringey is an equal opportunity employer. (60563)
320026

ISLE OF MAN

BOARD OF EDUCATION

ISLE OF MAN COLLEGE OF FURTHER EDUCATION
Homefield Road, Douglas

Tel: 0624 25113

Required for September 1984, Business Studies Department, LECTURER II to act as STAGE General Level Co-Ordinator.

LECTURER I to teach Secretarial subjects to Full and Part time students.

GENERAL EDUCATION DEPARTMENT.

LECTURER I to teach HUMAN BIOLOGY and related subjects mainly to pre-nursing courses.

LECTURER I for English, Communications and General Studies Experience of SLS teaching desirable.

Application forms and details of job specification can be obtained from the Principal, Domestic Road, Douglas, Isle of Man 0624 23715 to whom completed application forms should be returned by 30 March 1984. (60450) 320026

KENT

WEST KENT COLLEGE OF FURTHER EDUCATION
Oakwood Park, Tonbridge.

PART-TIME LECTURER required for September, 1984 to act as Deputy to the Head of Department.

The Department offers courses in Health Studies, Child Care, Social Work, as well as courses at both GCE 'O' and 'A' level in related subjects as preparation and entry to these associated professions.

The successful candidate should have proven aptitude for management, professional qualifications and experience in further education and the ability to teach a range of subjects offered by the Department to the most senior levels.

SALARY SCALE: £13,519 - £14,346.

Application forms from: The Chief Administrative Officer, West Kent College of Further Education, Brook Street, Tonbridge, Kent TN9 2PW. (60630) 320026

Teach on exchange or go on a course abroad — See overseas and education courses columns. (57586) 320026

KIRKLEES

METROPOLITAN COUNCIL HUDDERSFIELD TECHNICAL COLLEGE
New North Road, Huddersfield

DEPARTMENT OF BUSINESS & SECRETARIAL STUDIES

TEMPORARY LECTURER OR PART-TIME to teach Office Skills on a variety of courses. The appointment is for the period 1st September 1984 to 31st August 1985.

Salary (Burnham Scale) Lecturer I £5,649 - £9,735 p.a. (subject to review from 1st April 1984) incremental credit within this scale may be given for approved qualifications and teaching or industrial experience.

Application forms (to be returned within 14 days of this advertisement) and further particulars from the Principal (quote Ref: PTC 1057 (57825) 320026

LANCASHIRE
COUNTY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

ACCRINGTON AND ROSSENDALE COLLEGE
Sandy Lane, Accrington

1st May 1984 or as soon as possible thereafter. **LECTURER GRADE I/ SENIOR LECTURER (HEALTH ASPECTS WITHIN CITY AND GUILDS 780 - 782 COURSES.**

Forms/further details from the Education Officer, Education Offices, Edmund House, Accrington, Lancs. (SAE please).

Closing date: 22nd March, 1984. (54585) 320026

LINCOLNSHIRE

BISHOP GROSSETESTE COLLEGE
Lincoln LN1 3DY

TUTOR IN THE DEPARTMENT OF TEACHING STUDIES with special reference to **THE DEVELOPMENT OF SCIENCE** at the primary stage required for September 1984.

Appointment at Lecturer/Senior Lecturer Scale.

The person appointed will be required to develop scientific studies in the B.Ed. and in-service programmes.

There is the possibility of residential accommodation if desired, if available.

Details and application forms from the Principal (0522) 873431 (57820) 320026

LINCOLNSHIRE

BOSTON COLLEGE OF FURTHER EDUCATION

LECTURER I AND LECTURER II IN FOOD STUFFS (CATERING)

Required for September 1st 1984.

LECTURER I To assist the existing team in the teaching of Theory and Practical Subjects to students following City & Guilds Craft and T.E.C. courses.

LECTURER II To act as co-ordinator for the TEC Diploma courses and to be responsible for the teaching of Management subjects to catering students.

For further details and application forms please contact the Principal, Boston College of Further Education, Rowley Road, Boston, Lincs. PE21 6QR. Tel: Boston 65781. (56945) 320026

POWYS
COUNTY COUNCIL

LIBRARY AND ART DEPARTMENT
RADNOR COLLEGE OF FURTHER EDUCATION
Llandrindod Wells (0597) 2441

Required for September 1984 a **LECTURER IN COMPUTER STUDIES** (Grade II) to teach Computer Studies/Computer Science to C.G.E. 'O' and 'A' level standard and B.T.E.C. General and National Award levels.

Application forms and further information from the Principal of the College. Closing date for receipt of applications 30th March, 1984. Ref: 791. (57601) 320026

MANCHESTER

CITY OF MANCHESTER EDUCATION COMMITTEE
LECTURER I IN ACCOUNTANCY
Required at the St John's Centre of Central Manchester College.

Required on May 1st, 1984 or as soon as possible thereafter. **A SUITABLY QUALIFIED** person to teach accountancy and other numerical work on management and professional courses at various levels of the Business Education Course.

An ability to offer an appreciation of computer studies would be an added advantage.

Application forms and enquiries from the Principal, Central Manchester College, St John's Centre, Lower Hardman Street, Manchester M3 3EH. Tel: 061-831 7091. Closing date 23rd March, 1984.

An Equal Opportunity Employer. (54585) 320026

MANCHESTER

CITY OF MANCHESTER EDUCATION COMMITTEE
LECTURER I IN ACCOUNTANCY
Required at the St John's Centre of Central Manchester College.

Required on May 1st, 1984 or as soon as possible thereafter a suitably qualified person to teach accountancy and other numerical work on management and professional courses at various levels of the Business Education Course.

An ability to offer an appreciation of computer studies would be an added advantage.

Application forms and enquiries from the Principal, Central Manchester College, St John's Centre, Lower Hardman Street, Manchester M3 3EH. Tel: 061-831 7091. Closing date 23rd March, 1984.

An Equal Opportunity Employer. (54585) 320026

NOTTINGHAMSHIRE
COUNTY COUNCIL

An Equal Opportunities Employer

BASFORD HALL COLLEGE OF FURTHER EDUCATION

LECTURER
Grade I £5,649 - £9,735

GENERAL STUDIES

Required for 30th April, 1984, or as soon as possible thereafter to join an enthusiastic team offering General/Communication Studies throughout the College.

Entry point on the salary scale according to qualifications and experience.

Application forms and further particulars are obtainable from the Principal at the College, stockhill Lane, Basford, Nottingham NG6 0NB. Tel: (0602) 784941, to whom completed forms should be returned by 23rd March, 1984. (54584) 320026

ROTHERHAM

ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY

Mining and Electrical Engineering Department

Required by 1st May 1984 or as soon as possible thereafter. **A SUITABLY QUALIFIED LECTURER IN COMPUTING/MICROELECTRONICS** (SALARY SCALE £10,519 - £14,385 per annum)

Duties include being head of the Computing Centre and co-ordinating computing teaching throughout the College. Closing date: 23rd March 1984.

Application by letter giving full personal details and information on qualifications, experience and salary together with the names and addresses of two referees should be sent to the Principal, Rotherham College of Arts and Technology, Eastwood Lane, Rotherham S65 1EG (quote reference PRS 077 (a.e.p. please) to be returned within 10 days of appearance of advertisement. (56581) 320026

W.S. MUSSETT, DIRECTOR OF PERSONNEL RESOURCES. (57041) 320026

ROTHERHAM

ROCKINGHAM COLLEGE OF FURTHER EDUCATION
West Street, Wath-upon-Dearne, Rotherham

(Tel: 874310)

Required from 1st April 1984, or as soon as possible thereafter -

SENIOR LECTURER in the Department of Business and Commercial Education (Salary Scale Senior Lecturer - £10,685 - £13,557 per annum).

The post will be the result of the promotion of an existing Senior Lecturer to Head of Department within the College. Candidates should possess a Degree or Diploma in Education and have a good report with young people, together with appropriate experience at Lecturer II level, or essential requirements. Further details available from the College Principal at the above address. Please enclose a stamped addressed envelope.

Application forms/curriculum vitae to be returned by 23rd March 1984 to the Principal at the above address.

W.S. MUSSETT, DIRECTOR OF PERSONNEL RESOURCES. (57041) 320026

SEFTON
METROPOLITAN BOROUGH OF SEFTON
HUGH BAIRD COLLEGE OF TECHNOLOGY

DEPARTMENT OF ENGINEERING AND SCIENCE

Applications invited for following posts to commence 1st September 1984.

LECTURER I PHYSICS (REF.A).

The ability to offer electronics would be an advantage.

LECTURER I ELECTRONICS (REF.B).

Required to assist in developing a new electronics course with knowledge of micro-electronics and digital techniques is essential.

Applications and further particulars (s.a.e.) stamped addressed envelopes please) from: Principal, Hugh Baird College of Technology, Balliol Road, Bootle, Merseyside L20 7EW to whom they should be returned by THURSDAY 22ND MARCH 1984. (60148) 320026

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
SOUTHPORT COLLEGE OF ARTS AND TECHNOLOGY

LECTURER II TRAVEL & TOURISM required for September 1984 or as soon as possible thereafter to share in the teaching and development of Travel & Tourism courses for full-time and part-time students. Recent experience in a responsible position within travel industry is required along with appropriate academic or professional qualifications. Experience of teaching/training in Travel & Tourism desirable.

Salary: Burnham F.E. Lecturer II £7,518 - £11,862 starting point depends on relevant experience in teaching and/or industry.

Application forms from Principal, Southport College of Art and Technology, Mornington Road, Southport PR9 0TT, (s.a.e. please) to be returned within 10 days of appearance of advertisement. (56581) 320026

SOMERSET

SOMERSET COLLEGE OF ARTS AND TECHNOLOGY
Taunton

Department of Building and Surveying

For September, 1984. Lecturer Grade II - Section Head Planning and Decorating. At present work from Block release and day release courses up to City and Guilds Advanced Craft level. Applicants should be suitably qualified Craftsmen with relevant experience, preferably teacher trained.

Salary £7,215 - £11,568 p.a.

Further particulars and application forms (SAE) from The Chief Administrative Officer, College of Arts and Technology, Wellington Road, Taunton TA1 5AX.

Closing date 23 March 1984. (60641) 320026

TAMESIDE
TAMESIDE METROPOLITAN BOROUGH
(Socialism at Work)

TAMESIDE COLLEGE OF TECHNOLOGY

ASSISTANT TUTOR LIBRARIAN

Applications are invited from graduate Chartered Librarians for the above post with effect from 1st May 1984 or as soon as possible.

The person appointed will be required to assist the Tutor Librarian in the organisation and development of library services to multi-site colleges. A teaching qualification and/or experience is highly desirable as is knowledge of non-book materials and equipment.

Salary and Conditions in accordance with the Burnham F.E. scale: Lecturer I £5,649 - £9,735.

Tameside is an Equal Opportunities employer.

Application forms and further particulars can be obtained from the Principal, Tameside College of Technology, Beaufort Road, Ashton Under Lyne OL6 6NX, Tameside (Greater Manchester), and should be returned no later than 14 days after the appearance of this advertisement. (60488) 320026

EXAMINATIONS MANAGEMENT OFFICER

required for challenging post in quiet, beautiful surroundings. Applicants should have:

* Professional qualifications as a teacher and/or skilled and technology, preferably of graduate or equivalent status.

* Teaching and commercial experience.

* Some familiarity with the techniques of test construction and evaluation.

* The ability to organise and communicate effectively and to take responsibility.

The Examinations Management Officer is responsible, inter alia for technical advice on the content of examination papers, liaison with and visits to Examination Centres, and moderation of the work of Examiners.

Salary negotiable £9,300 to £10,500 according to extent and relevance of experience. Retirement benefit plan. Hours 0900 - 1700 Monday to Friday. Four weeks holiday annually. Removal expenses paid where appropriate. Housing accommodation may be available for a limited period.

Write for job specification, giving curriculum vitae, and date of availability to: Personnel Department, Examinations Institute, Godalming, Surrey GU7 1XW. Tel: (04868) 5311. (60418) 320026

University Appointments

BRISTOL

UNIVERSITY OF BRISTOL SCHOOL OF ADVANCED STUDY

National Development Centre for School Management Training

APPOINTMENT OF PROJECT OFFICER

The National Development Centre is funded by the Department of Education and Science to improve the provision and effectiveness of management training for head-teachers and senior staff in primary, secondary and special schools. The Centre is based at Bristol University School of Education and runs courses in association with the Bristol Polytechnic South West Regional Management Centre.

Applications are invited for the above post, which is responsible for setting up and running a computer bank of training materials, evaluating training techniques, developing and assessing courses and training packages and fostering the dissemination of regional training schemes. Applicants should have experience of school management or deputy headship. Experience of secretary or warden of schools and of school management training would be particularly welcome.

The appointment will be for two years and will be made from September 1st, 1984, or as soon after as possible; assistance with removal expenses may be given if appropriate. The salary will be on Scale 3 (£8,211 - £9,747) subject to negotiation according to age, qualifications and experience.

Applications, giving details of qualifications and experience, together with the names and addresses of three referees, should be sent by Monday, 26th March, to the Secretary, University of Bristol School of Education, 35 Berkeley Square, Bristol BS8 1JA (reference CWM), from whom further particulars can be obtained. (56696) 320026

LEICESTERSHIRE

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

LECTURER IN PHYSICAL EDUCATION

Applications are invited from graduates with suitable experience in gymnastics for the post of LECTURER in the Department of Physical Education and Sports Science. The duties will include involvement with teacher education, undergraduate teaching and supervision of post-graduate studies and research.

Salary within scale £7,182 - £11,148. The appointment will be made on the lower half of the scale for the first three years in the first instance.

Requests for further details and application forms to Paul Johnson, Establishment Officer, reference PE/84/1. (60146) 320026

UNIVERSITY OF LONDON GOLDSMITHS' COLLEGE

Applications are invited for the following two posts, with effect from 1st September 1984:-

(1) Lectureship in Education (Primary Mathematics)

The prime responsibility of the successful candidate will be to contribute to the Primary Mathematics element of the newly established B.Ed. degree course although the post will include more general responsibilities within the B.Ed. course and, if appropriate, some contribution to the School's in-service programme.

Candidates should be qualified teachers with relevant experience and qualifications in the area of Primary Mathematics and a substantial qualification in Education preferably at the higher degree level.

(2) Lectureship in Nursery Education

The prime responsibility of the successful candidate will be to contribute to the professional Nursery/Infant School element of the newly established B.Ed. course, although the post will include more general responsibilities within the B.Ed. course and, if appropriate, some contribution to the School's in-service programme.

Candidates should be qualified and experienced teachers with a substantial qualification in Education, preferably at the higher degree level.

The salary for both posts will be on scale £8,802 x 12 increments to £13,539 per annum inclusive of London Allowance.

Write for further details to:

The Senior Assistant Registrar (Personnel), University of London Goldsmiths' College, New Cross, London SE14 6NW, stating clearly which post.

Closing date for receipt of completed applications 30th March 1984. (60601)

Colleges of Higher Education

Other Appointments

BEDFORDSHIRE

LUTON COLLEGE OF HIGHER EDUCATION
Park Square, Luton, Beds.

Dept. Maths & Computing

SENIOR LECTURER IN COMPUTING

A Senior Lecturer is required as soon as possible to undertake a major role in the development of Micro-Computer National Courses in Computer Studies. Ability to teach Systems Analysis/Data Processing and previous experience in BEC/TEC courses would be an advantage.

Salary: SL Scale £10,683 - £13,443.

Details and Application Form from Assistant Director, Lewis Puttenham Library, Curzon Road, Luton, Beds. LU4 8BE. Tel: (0582) 34111, Ext. 2740. To be returned by 23rd March 1984.

(Reds. C.C. is an equal opportunity employer) (60118) 340026

SUFFOLK
COUNTY COUNCIL

THE SUFFOLK COLLEGE OF HIGHER AND FURTHER EDUCATION

Required for 1 May 1984 or as soon as possible thereafter -

LECTURER II IN TELEVISION AND FILM GRAPHICS - Post No. 4.35.

mainly to teach on the Higher National Diploma (BTEC) course in Visual Communications. Relevant qualifications and substantial experience required.

Required for 1 September 1984.

LECTURER II IN FINANCE AND ACCOUNTING - Post No. 4.33.

to teach a range of financial subjects, including Auditing. Applicants should be Certified Accountants with relevant commercial experience.

LECTURER II IN ACCOUNTANCY - Post No. 4.34.

to teach a range of general accounting subjects including Public Sector Accounting. Applicants should possess an ACCA, CIPFA or ICSA qualification and relevant public sector experience.

LECTURER II IN LAW - Post No. 4.32.

to teach legal subjects on a wide range of business and professional courses including Legal Executives. Applicants should be law graduates and/or solicitors or barristers.

LECTURER II IN LAW - Post No. 4.62.

mainly to teach the legal content of BTEC National Law courses in Business Studies and Public Administration. Applicants should hold similar qualifications to those stated for post 4.61.

SALARY SCALE (all posts) £7,215 - £11,331 per annum.

Further details and application form from the Principal, Suffolk College, Rope Walk, Ipswich IP4 1LJ to which completed forms should be returned within fourteen days of this advertisement. Please send large s.a.e. 9p stamp and quote reference number. (56457) 340026

Adult Education

DEVON

ROYAL NATIONAL INSTITUTE FOR THE BLIND

NATIONAL REHABILITATION CENTRE

This Centre provides a national residential and social rehabilitation service as well as training and assessment for blind and partially sighted adults with accommodation for 85 clients.

ADULT LITERACY/REMEDIAL TUTORS required to join our Communications Skills Section and general teaching background with particular emphasis on adults, adult literacy or language and communications skills programmes. Experience of working with blind and partially sighted adults is not essential.

Salary in the range £6,264 - £7,896 with pension scheme.

Closing date for applications 30th March 1984.

Please write for further information and application form to: Personnel Services Manager, RNIB, Manor House, Bovidie Lincombe Road, Torquay, Devon TQ1 1SG. (60138) 380000

Adult Education

KENT:

CHRIST CHURCH COLLEGE OF HIGHER EDUCATION
Canterbury

Required for the beginning of the Autumn term 1984, REC. TURER IN ART HISTORY with experience of teaching in adult ed.

The college has approximately 1000 students. It offers B.A., B.Ed. and B.Sc. courses to GCE, advanced diplomas and higher degrees in education.

Salary scale: Lecturer II/ Senior Lecturer £7,215 - £13,443 p.a.

For further details write to Mrs. Jean Long, Personal Assistant to Principal, Christ Church College, Canterbury, enclosing a stamped addressed envelope, to whom applications should be sent not later than 30 March. (60141) 340026

Youth and Community Service

DORSET

YOUTH SERVICE
DEPARTMENT OF OUTREACH YOUTH

WORKER
This newly created appointment, which is a permanent post on the establishment of the County Youth Service, is being made primarily to provide a service for unemployed young people, in particular those who have no access to youth provision before, during and after the Youth Training Scheme. The successful candidate will be a qualified Youth and Community Worker (DNE) who has demonstrated good youth service skills and who has the capacity for hard work, innovation and a strong co-operative approach to work support for people and adults in a team setting.

Salary JNC Range 3, points 4 - £9,183.

For informal discussions please telephone Ken Perkins on Poole 673151, Ext. 3400. Assistance may be given towards travel expenses.

Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of s.a.e. Closing date 23rd March 1984). (57827) 440000

SOUTH GLAMORGAN

COUNTY COUNCIL
ADULT EDUCATION YOUTH AND COMMUNITY SERVICE

Applications are invited from suitably qualified and experienced persons for the following vacancy:-

ARTS ADULT EDUCATION PRINCIPAL - PENARTH

The person appointed will be based at St. Cyres Comprehensive School, Penarth and will be responsible for sustaining and developing the existing extensive programme of day and evening learning opportunities, and developing work with informal groups within the community.

The appointment will be from 1st April, 1984, and the salary will be Scale 4 of the Burnham Scale for Teachers.

Application forms and further details may be obtained on receipt of a stamped addressed foolscap envelope from the Director of Education, Educational Establishments, Cardiff CF1 4TG, to whom applications should be returned within fourteen days of the appearance of the advertisement. (60526) 380000

Youth and Community Service

DORSET

YOUTH SERVICE
DEPARTMENT OF OUTREACH YOUTH

WORKER
This newly created appointment, which is a permanent post on the establishment of the County Youth Service, is being made primarily to provide a service for unemployed young people, in particular those who have no access to youth provision before, during and after the Youth Training Scheme. The successful candidate will be a qualified Youth and Community Worker (DNE) who has demonstrated good youth service skills and who has the capacity for hard work, innovation and a strong co-operative approach to work support for people and adults in a team setting.

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Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of s.a.e. Closing date 23rd March 1984). (57827) 440000

Opportunities for teaching in the Army.

As an Officer with the Royal Army Educational Corps you will be offered more variety and responsibility than in most teaching jobs.

During your first three years your students may be Corporals and Sergeants studying for their promotion examinations.

Alternatively you may be teaching young Soldiers: teenagers away from home for the first time.

During your Army Career, you will have the opportunity to serve overseas and to specialise in areas such as Officer Training, Language Teaching and Training Development.

You could also give career guidance and resettlement training to Officers and Soldiers leaving the Army.

And there will be every opportunity to improve your own professional qualifications at postgraduate level.

Starting salary will be between £6,482 and £10,424 depending on your qualifications and experience.

We'd like to hear from men and women who are aged under 29, medically fit and are already graduates or are about to graduate.

For those still studying at college or university we can offer financial assistance.

If you like, we can arrange for you to visit a unit near your home. It's not a commitment but a chance to get a clearer picture of Army life.

If you would like further information on pay, promotion, student sponsorship and how to apply, write to Major R. C. Drewe, BA, RAEC, Army School of Education, RAEC Centre, T8 Wilton Park, Beaconsfield, Bucks. HP9 2RP.

Army Officer

CHESTER COLLEGE OF FURTHER EDUCATION
Eaton Road, Handbridge, Chester, CH4 7ER
Telephone Chester 677677

LECTURER I IN COMPUTING

Applications are invited from suitably qualified and experienced candidates for the post of Lecturer I in Computing. Applicants should be capable of teaching to 'O', 'A' and BTEC National level. Teaching experience would be desirable and recent commercial experience an advantage. The post is vacant from 1st May 1984 or as soon as possible thereafter.

Application forms can be obtained from the Principal on receipt of a stamped addressed envelope and should be returned by Friday 23rd March. (9279)

LONDON COLLEGE OF FURNITURE
41 Commercial Road, London E1 1LA
Tel: 01-247 1953
Department of Furnishing and Interior Design

Principal Lecturer and Two Lecturers Grade II

Required to teach subjects related to textiles, furnishings and interiors. People with experience and imagination are needed who can offer both a creative and practical view and have a broad approach to design and technology. The work involves teaching, course management and curriculum development in full time and part-time courses including BTEC/CGLI/TEC Diploma and Higher Diploma, CNAA, CGLI and YTS courses.

The PRINCIPAL LECTURER in Furnishing Technology will be someone with organising ability, an extensive background in furnishings, furnishers and interiors and with teaching experience covering course development and management at all levels.

The LECTURER II in Furnishing Textiles will be supervising the full design and production of textiles furnishings and with knowledge in print, knit, and weave.

The LECTURER II in Furnishing and Interior Design will be an interior designer or an architect with broad experience in interiors.

Salary: PRINCIPAL LECTURER: On an incremental scale within the range of £12,519 - £13,938 (Bar £13,344) plus £867 Inner London Allowance. Starting point depending on qualifications, training and experience.

LECTURER II: On an incremental scale within the range of £7,518 - £11,862 (plus £867 Inner London Allowance). Starting point depending on qualifications, training and experience.

Further details and an application form may be obtained from the Senior Administrative Officer at the College.

ILEA is an equal opportunities employer. (9278)

London College of Furniture

Surrey Education Committee
BROOKLANDS TECHNICAL COLLEGE
Heath Road, Weybridge, Surrey

SCHOOL OF MANAGEMENT

Principal Lecturer
to act as deputy to Head of Department

University degree or equivalent qualification required. Broad background in management studies preferably in quantitative aspects. Relevant industrial/commercial experience combined with management training/teaching highly desirable.

Person appointed will work with Head of School in co-ordination, development and organisation of wide range of courses in management and in liaison with existing and potential clients organisations.

Salary Scale Principal Lecturer, £12,519 - £13,938/£15,744 per annum. (Progression to maximum is likely).
Plus £256 per annum London Fringe Area Allowance.
Commencing salary dependent upon qualifications and experience.

Generous re-location expenses in approved cases.

Further details and application forms from The Principal, to be returned by Monday, 19th March, 1984.

DEPARTMENT OF EDUCATION STUDIES

LECTURER GRADE II/ SENIOR LECTURER: THREE POSTS IN PRIMARY EDUCATION

(£7215–£13,443)

Suitably qualified and experienced candidates required for posts in teacher education. The appointments will be made to meet the needs of the polytechnic to enhance its work in the Primary field.

MATHEMATICS EDUCATION

PSYCHOLOGY OF EDUCATION (2 posts)
together with Teaching of Children with Special Education Needs, or Creative Studies, or Language.

All successful candidates will be expected to have had recent and successful experience of teaching in Primary Schools and hold appropriate graduate qualifications.

Further details and form of application available from The Staff Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4BU. Closing date 23 March 1984.

TRENT POLYTECHNIC NOTTINGHAM

ilea Inner London Education Authority

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award: **LECTURER GRADE I** (and part-time pro rata). On an incremental scale within the range of £6,468–£9,735 starting point depending on qualifications, training and experience. **LECTURER GRADE II** (and part-time pro rata) £7,215–£11,568. **SENIOR LECTURER** £10,683–£12,663 (bar) £13,443. Subject to formal approval. For all posts, inner London Allowance of £867 is an Inner London Allowance of £867. ILEA is an equal opportunities employer.

ADULT LANGUAGE AND LITERACY UNIT

ASSOCIATE LECTURER GRADE II (0.2) – NUMERACY CO-ORDINATOR
Applications are invited from experienced adult numeracy workers for this newly-created post in the Language and Literacy Unit.

Applicants should have successful experience of adult numeracy teaching, an interest in linguistics and material development and experience of the in-service training of tutors.

It is hoped that the successful applicant would be able to take up post as soon as possible.

Details and forms returnable by 23 March 1984 from the Education Officer (CEC.6), The County Hall, SE1 7PB, (stamped addressed foolscap envelope).

CHELSEA WESTMINSTER ADULT EDUCATION INSTITUTE

Moore Avenue, S.W.3
Required as soon as possible LECTURER GRADE II to be appointed Institute Organiser for English as a Second Language. Applicants should have experience of teaching Adult Education, and suitable qualifications. Duties will include eight hours teaching per week.

Application form and further details, returnable by 23 March, 1984 from the S.A.O. at the above address (S.A.E. essential).

FULHAM AND SOUTH KENSINGTON ADULT EDUCATION INSTITUTE.

Creative Education through the medium of dance and/or music.

Ah ASSOCIATE LECTURER GRADE I (0.7) required as soon as possible by Fulham and South Kensington Adult Education Institute. A large portion of the teaching programme will consist of classes for certain physically handicapped groups. It will be important that the person appointed has a flexible approach to meet various needs and preferably should have had some teaching experience with those who are handicapped.

For further details and an application form please send large S.A.E. to Deputy Senior Administrative Officer, Fulham and South Kensington Institute, Beaufort House, Lots Road, SW6.

Closing date for completed applications 23 March 1984.

MARYLEBONE/ PADDINGTON ADULT EDUCATION INSTITUTE

Aubert Park, W.5.
Tel: 01-226 1600/7762

Required as soon as possible SENIOR LECTURER in the Department of Languages to assist the Head of Department in the general planning, administration and development of a busy department which offers 22 different languages throughout the Institute. The person appointed should have appropriate teaching qualifications and experience in adult education. There will be a personal teaching commitment of up to 10 hours a week. At least two languages should be offered, one of which should preferably be German. Assistance may be given towards house or removal expenses.

Required as soon as possible an ASSOCIATE LECTURER GRADE I (0.6) to teach Food and related studies within the Department of Fashion and Craft. There will be a teaching commitment of 10 hours a week. The candidate must hold appropriate teaching qualifications and be able to make a contribution to a range of courses including haute cuisine, lunchbox clubs and community projects. He/she should have had recent experience in adult education.

Further details of both posts and applications form from Senior Administrative Officer at the above address.

Closing date: 23 March, 1984. (9273)

university college of swansea

DEPARTMENT OF EDUCATION

RESEARCH STUDENTSHIP IN SPECIAL EDUCATION

Applications are invited from suitably qualified graduates (or those expected to graduate shortly) for a University College of Swansea research studentship in special education (preferably in the field of children's behaviour problems) leading to candidature for the PhD degree and tenable for 3 years from the beginning of the session 1984/85.

Further details may be obtained from: Professor M. Chazan, Department of Education, University College of Swansea, Hendrefoilan, Swansea, SA2 7NB. (9447)

the College of Ripon & York St John

LECTURER GRADE II (PRIMARY EDUCATION)
£7,215–£11,568 (under review)

Well qualified teachers with recent experience of teaching infants and/or juniors are invited to apply for the above post in this Church of England College of Higher Education.

The successful candidate will make a major contribution to courses in Language and Reading at initial and in-service levels and it is hoped candidates will be able to offer an additional strength in the primary curriculum.

The ability to work as one of a team is essential and experience of collaborative work in developing the infant/primary curriculum will be an advantage.

The post is based on the York campus but some teaching on the Ripon campus will be expected.

Further details and application forms may be obtained from The Principal, College of Ripon and York St. John, Lord Mayor's Walk, York YO3 7EX to whom completed application forms should be returned to arrive not later than MONDAY 2nd APRIL 1984. (9282)

YOUTH + COMMUNITY
continued

DEVON

YOUTH AND COMMUNITY WORKER
LECTURER II SCALE £7,915
£8,566 (for experienced and qualified worker)
Required 5th December 1984 or as soon as possible thereafter by Devon County Council for the Tiverton Area based in purpose built premises at Tiverton Youth Centre.
Application forms and further details from: Essex Association of Boys' Clubs, P.O. Box 7, Ruffs Bearings, Brook Street, Hall Lane, Chelmsford, CM1 1PU Tel. 0245 264765 Closing date 30 March 1984. (6473B) 440000

HARINGEY

LONDON BOROUGH OF HARINGEY
Welcomes with Humanity

EDUCATION SERVICE
FURTHER EDUCATION DIVISION
YOUTH AND COMMUNITY SERVICE
APPOINTMENT OF OUR ACTIVITY ORGANISER ACTIVITY FOR YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS

We are still seeking an exceptional Worker with skill, drive, energy and particular flair for this area to replace the previous holder of the post, who we assist has left Haringey to the fore in this specialised field.

You should be familiar with and able to work effectively with the range of young people with special educational needs.

You must be able to display organising ability of a high order.

You will be sympathetic to the position of young people with these special educational needs.

SALARY AND CONDITIONS OF SERVICE.

The conditions of service will be in accordance with the Burnham Committee's recommendations for Youth Leaders and Community Centre Wardens and candidates may be recognised as Qualified Youth Leaders. The salary will be at Principal Leaders on the Range 3 Scale, commencing at £6,705 or £7,707 per annum inclusive of London Weighting.

An additional allowance of £345 per annum may be paid to candidates who have had longer training and/or obtained higher qualifications than the minimum requirements.

Applications are returnable by 23 March 1984 to Mrs. J. Ireland, Further Education Office, Haringey Education Service, 48-52 Station Road, Wood Green, N22 4TY. Tel: 881 3000, Ext. 4923. For informal discussion about the post, please tel: either 888 3000, Ext. 08 or Haringey is an equal opportunities employer and encourages applications from suitably qualified persons regardless of sex or racial origin. (6475B)

ESSEX

ASSOCIATION OF BOYS' CLUBS
ORGANISING SECRETARY
required with experience of the voluntary youth service preferably within Boys' Clubs. An outgoing ahead person with vision, able to co-ordinate wide ranging programme of activities, sports, training, PR and fundraising. Attractive salary & employment conditions. Car provided for official use.
Details & application forms: Essex Association of Boys' Clubs, P.O. Box 7, Ruffs Bearings, Brook Street, Hall Lane, Chelmsford, CM1 1PU Tel. 0245 264765 Closing date 30 March 1984. (6473B) 440000

HEREFORD AND WORCESTER
YOUTH SERVICE
STOURPORT-ON-SEVERN YOUTH CENTRE
JNC3 £7,485 to £8,415

Youth Worker required for well established Centre on High School Campus with some informal Educational commitment to the School curriculum.

THE LEYS YOUTH CENTRE
REDDITCH
JNC2 £5,048 to £7,710

Youth Worker to join in a team approach to youth work in Redditch, based in Youth Centre adjacent to a High School and Sports Centre.

DISTRICT YOUTH WORKER
REDDITCH
JNC 3 £7,485 to £8,415

To join in a team approach to youth work in Redditch as the Area Senior Youth Worker for the new town areas based at Arrowvale High School.

Further information and application forms from the County Youth Education (CYE/SJA&D) Education Centre, Castle Street, Worcester WR1 3AG. Stamped addressed foolscap envelope please. Closing date 23rd March 1984. (6473B) 440000

HARINGEY

LONDON BOROUGH OF HARINGEY
Welcomes with Humanity

EDUCATION SERVICE
FURTHER EDUCATION DIVISION
YOUTH AND COMMUNITY SERVICE
APPOINTMENT OF OUR ACTIVITY ORGANISER ACTIVITY FOR YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS

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LONDON

Inner London Education Authority
YOUTH WORKER
JNC Salaries and conditions.
Salary scales including London allowances:
Scale 3: £7,023 - £8,687
Scale 4: £7,485 - £8,415
Scale 3/4: £9,195 - £10,176
Inquiries: Tel. 640 - £6,270
Appointments will be to the service of the Authority with security for posts 1 and 2. Assistance may be given with London household removal expenses.
Closing date for all applications: 23 March 1984
THE ISLINGTON PROJECT.
THE OLD LAUNDRY.
NORRIS STREET.
LONDON N1.
Harnsey Road, N7
Salary scale 3H.
Experienced detached youth worker required for this project. To join an existing team of nine detached workers working in various parts of Islington. This new post is being created to work specifically with young people of Turkish/Turkish Cypriot origin.
Application forms from Islington Youth Centre, White Lion Street, N1 (stamped addressed foolscap envelope).

S. LANCASTER YOUTH CLUB
Salary scale 3H
Required as soon as possible, full-time youth worker to develop and initiate work within a club based in a multi-racial area. Previously candidates should have some proven experience of youth work.
Should an unqualified worker be appointed to this post - £3 additional allowance will also be payable.
Further information, details and application forms (telephone Mr. K. Carter (Youth Officer) on 727 1594 or write to Kensington and Chelsea Youth Office, 12 Westbourne Grove, W2 (stamped addressed foolscap envelope).

3. NEWINGTON YOUTH PROJECTS
Salary scale 3L
Assistant Detached Youth Worker required for this project based on Elephant and Castle, S.E. London.
Applications should be experienced with working with inner City teenagers and have group work skills. Workers will have responsibility for working young women and should be committed to anti-sexist and anti-racist youth work.
For further information please contact Derek Graves on Newington on 01-703 7939.
Applications returnable by 23 March 1984 from Southwark Youth Service, 83 Peckham Road, SE5. (701 5539 (stamped addressed foolscap envelope).

4. SAMUEL MOTAGU BOYS CLUB
Broad Walk, Kidbrooke, SE3
Salary scale 3
Experienced Assistant Youth Worker required for this leading Boys' Club in South London.
The Club has a membership of almost 400 with an 80% nightly attendance of 70/80 boys between the ages of 8 and 21 with a senior section for those former members of over 21.
The Senior Youth Worker who retires in March 1985, is currently assisted by part-time youth workers and instructors and is supported by an active Executive Committee.
Club premises are extensive and well equipped with its own gymnasium, sports field.
The club is affiliated to the National Association and the London Federation of Boys Clubs.
Further information about the post may be obtained from Geoff Brier Tel: 01-856 1186.
Details and forms returnable by 23 March 1984 from Greenwich Youth Office, 30 Passey Place, SE9, (stamped addressed foolscap envelope).
ILEA is an equal opportunity employer. (6429B) 440000

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST
EDUCATION DEPARTMENT
Community Liaison Worker
HIGHAMS PARK YOUTH CENTRE
Chingford, E4
£8,646 - £9,714 plus £645 London Weighting
For further details and an application form write to: Senior Education Officer for Community Education, Drayton House, 30 Gordon Road, London E11 2PQ (state reference 6/84) or telephone 01-539 5544, quote reference G5852.
Closing date: 23rd March 1984. (6545Z) 440000

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

YOUTH WORKER AT STOCKING FARM YOUTH AND COMMUNITY CENTRE

Suitably qualified youth worker required to initiate and develop work with and for local people in the community. Worker of persistence and imagination required for this developmental project on a City Council owned housing estate. Salary JNC3 (pts. 26-30) £7,944 rising to £8,883.

Further details from and applications (no forms) enclosing c.v.s. stating age, experience and names and addresses of referees to Roy Fishenden, Area Further Education Officer, 16 New Street, Leicester, LE1 (0533) 539191 (Ext. 687) by 23rd March. (6068G) 440000

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICE
£7,485 - £14,253 Scalbury
Headteacher Group 7 (under review).
Required for 1st April 1984, or as soon as possible thereafter. The vacancy arises as a consequence of the promotion of an Area Youth and Community Advisor to a post in another authority.
The primary role of the successful candidate will be to undertake the duties of an area advisor and provide supervision of and support for workers in a densely populated multi-racial, inner-city area. He or she will also be responsible for the further development of the Youth Service and the Duke of Edinburgh's Award Scheme.
A major review of the Youth Service within the Authority is nearing completion. The role and responsibilities of this post and the salary are therefore subject to review.
Application forms and further particulars from the Director of Education (ref. ST/FC/W), Education Department, Leopold Street, Sheffield S1 1RJ. Tel: 0742 26541 Ext. 146. Completed forms should be returned by 23rd March.
Sheffield City Council is an Equal Opportunities Employer. (6018I) 440000

STAFFORDSHIRE
COUNTY COUNCIL
MANPOWER SERVICES COMMISSION ACCREDITATION
SENIOR STAFF TUTOR (TEMPORARY)

Applications are invited for the above post to assist the Staff Training Co-ordinator with the training of staff engaged on the Youth Training Scheme.

Salary: Senior Lecturer - £10,662 - £13,653 (possibly to £13,443) per annum.

Further details and application forms are available from the Chief Education Officer. Further Education Section, Education Office, Tipping Street, Stafford ST16 3DH, telephone Stafford 51311, Ext. 6884.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate trade union. (6048G) 440000

WIGAN
METROPOLITAN BOROUGH OF WIGAN
YOUTH SERVICE
Required as soon as possible.
DISTRICT YOUTH WORKER.
A suitably qualified and experienced person (Teaching Certificate, Diploma in Youth Work, Certificate in Youth and Community Work) to supervise two Authority Maintained Youth Centres in the Pemberton and Whelley areas of the Borough, with some district responsibilities.
Salary within range 3 or 4 (£7,485 - £8,415 or £8,646 - £9,714 pts 26-30 or 31-37).
Application forms and further particulars available from - and returnable to - the Director of Education, Youth Service, Gerard Street, Wigan WN1 1QA. Closing date: 6 April, 1984. Ref. A.Y.O. (6056G) 440000

WALTHAM FOREST
EDUCATION DEPARTMENT
CAREERS SERVICE
OUTREACH WORKER
YOUTH UNEMPLOYMENT PROJECT
Scale 3 £7,918 - £8,593 inclusive, plus Casual Car Allowance
The Outreach Project involves work with the locally disadvantaged, the educationally least well-qualified as well as ethnic minority young people and aims to establish and maintain helpful contact.
Applications are invited from persons of either sex, with experience (a more important than particular qualifications). Hours will, of necessity, be flexible and some evening work will be involved.
Because of the nature and places of work and the fact the Outreach Worker will spend much time alone, the work calls for diplomacy and quickmindedness.
Please quote ref: G 5859.
Application forms and further details from Recruitment Officer, Town Hall, Forest Road, London E17 4JF. Tel: 01-52 8808 24-hour answering service.
Closing date: 30th March, 1984.
An Equal Opportunities Employer. (6067G) 440000

WIGAN
METROPOLITAN BOROUGH OF WIGAN
YOUTH SERVICE
Required as soon as possible.
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A suitably qualified and experienced person (Teaching Certificate, Diploma in Youth Work, Certificate in Youth and Community Work) to supervise two Authority Maintained Youth Centres in the Pemberton and Whelley areas of the Borough, with some district responsibilities.
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Application forms and further particulars available from - and returnable to - the Director of Education, Youth Service, Gerard Street, Wigan WN1 1QA. Closing date: 6 April, 1984. Ref. A.Y.O. (6056G) 440000

Overseas Appointments

BELGIUM
THE BRITISH SCHOOL OF BRUSSELS
requires for September a teacher of Physics. A well qualified and experienced graduate is required for teaching across the ability range and throughout the secondary age range to University entrance.
Apply with full curriculum vitae to The Headmaster, The British School of Brussels, Steenweg op Leuven 19, 1960 Tervuren, Belgium. (6012A) 460000

BOTSWANA
See IVS Vacancy in Botswana in Nursery Education. (6070I) 460000

AUSTRALIA
CANBERRA GRAMMAR SCHOOL
Canberra, Australia

An experienced, well-qualified Teacher of Physics is needed to start on 30th September, 1984 to teach Physics to Sixth Form standard and General Science to Form IV. FOR TWO YEARS.

Canberra Grammar School is an Anglican Day and Boarding School with an enrolment of approximately 1,280 boys from Pre-School to Sixth Form.

Applications, including a curriculum vitae, a recent photograph and the names and addresses of three referees, should be sent to the Headmaster, Canberra Grammar School, Monaro Crescent, Red Hill, A.C.T. 2600, Australia, as soon as possible. (6053I) 460000

DUBAI
AL ITTIHAD PRIVATE SCHOOL
P.O. Box 5126
Dubai U.A.E.

Bi-lingual (Arabic/English) Primary School with large expatriate Staff and 1,000 Students aged 3½ to 9 years.

Class teachers and Nursery Nurses required for September 1984. B.Ed. + experience valuable.

Please send C.V., copies of certificates, photo and testimonials to Mrs. Beryl Comer. (5711T) 460000

FRANCE
French college teacher seeks a British family (or two families in the same area) with daughter (15) and son (16½) interested in an exchange with their children only in France) or on a paid board basis (for 15 days) between 25 Aug. - 8 Sept.) to improve their English generally. Please contact: M. Faure 94 rue Jules Saint-Maur 75004 - Tel: (1) 887 55 39. (6078I) 460000

ANGLO-COLOMBIAN SCHOOL BOGOTA, COLOMBIA. S.A.

The school is a non-profit making, prestigious, independent school, established in 1956. It has a staff of 81 and 1,070 pupils of whom 95% are Colombian. The British Ambassador and the British Council are represented on the Governing Body. It provides a bilingual education leading in the secondary department to the examinations for the International Baccalaureate.

The following vacancies exist for the year beginning 20 August 1984.

SECONDARY DEPARTMENT
450 pupils aged 11–19; 39 staff

1. HEAD OF SCIENCE

Candidates should be qualified in one or more of the sciences. Ability to organise an effective integrated science course in the first 2 or 3 years and lead a team of 5 specialists essential.

2. HEAD OF MATHEMATICS

To organise and lead a team of 4 specialists providing courses at all levels.

3. ASSISTANT SCIENTIST
preferably a BIOLOGIST

Ability to teach to Higher IB level and to help in restructuring the science department are essential qualifications.

4. ENGLISH (two posts.)

Must be able to play a major role in the development of this area of the curriculum. TEFL experience highly desirable.

PRIMARY DEPARTMENT
620 pupils aged 3½–11; 42 staff

5. JUNIOR TEACHER

Experienced class teacher with specialist qualifications in any main subject area for 8–9 year olds.

Salaries and Conditions of Service: Posts 1 and 2 will be Scale 4 Head of Department appointments. Posts 3, 4, 5 will be Scale 2 or 3 appointments.
Salaries based on Burnham. Total remuneration and benefits, paid in Colombian pesos, will amount to about Burnham + 25% in the range £7,500 to £11,000. Two-year renewable contracts. Taxation up to 18%. Rent, furniture and baggage allowances, return passages, medical cover, bonuses and superannuation. Married couples considered where both are qualified and required.

Candidates must have relevant qualifications, sound experience and the willingness and ability to make a real contribution to the school's further development. Ability and willingness to learn Spanish essential.

For further information send stamped addressed foolscap envelope to:

P. M. Burns Esq.
Brownshill House
Brownshill, Stroud GL6 8AS

Closing date: 13 April 1984. Interviews: London, 24, 25, 26 April. (6109I)

25 Years of Caring – 1959–1984
THE RICHMOND FELLOWSHIP

Needs a qualified and experienced **EDUCATION EXPERT** with exciting, creative ideas to be **DEPUTY PRINCIPAL** at St. Nicholas House – a Therapeutic Community with education on the premises.

The Community is in extensive grounds near Enfield, N. London, and will be for up to 36 children (11–17 years) with emotional and learning difficulties. There is a full staff team of residential social workers and teachers.

The successful candidate will be involved in all aspects of the work, as Deputy to the newly appointed Principal, as well as being in charge of the school unit.

Applicants must have the energy, ability and commitment necessary to help lead this developing project.

Social work and child care experience an advantage. Salary negotiable according to qualifications and experience.

Application forms from: Arlene Heron, The Richmond Fellowship, 8 Addison Road, London W14 8DL. Tel: 01-603 6373 – Closing date: 29th March 1984. (2266)

greta
GREENWICH EDUCATION AND TRAINING ADVICE CENTRE
COMMUNITY EDUCATION AND ADVICE WORKER

Greenwich Education and Training Advice (GRETA) wants to reach more people. We plan to extend the GRETA advice to other parts of Greenwich and are in the process of acquiring a vehicle as a focus for such work. We are now looking for a full-time worker to undertake outreach activities who has some community work experience (paid or unpaid), an imaginative approach to educational outreach and the ability to achieve positive results. A current driving licence is desirable. The post is initially for two years.

Salary scale: Lecturer I in the range £8,838 – £10,722 inclusive.

Further particulars and application form from: The Staffing Officer, Thames Polytechnic, Wellington Street, London SE18 6PF, to be returned by 27 March 1984.

GRETA welcomes applications from both sexes, regardless of age, race, colour and disability.

13-14 Wellington Street, London SE18 6PF. Tel: 01-854 2662. (2529)

25 Years of Caring – 1959–1984
THE RICHMOND FELLOWSHIP in Coventry

needs a **TEACHER** for **VERECROFT** – a Therapeutic Community for Adolescents with learning problems.

This recently re-opened House is for up to 20 adolescents (61–21 years) with emotional and learning difficulties. The work will be further and remedial education to enable residents to learn skills necessary to be as creative and independent as possible.

The Teacher will work as part of a Staff Team and will need to have experience, energy, commitment and commonsense.

Social Work qualifications/experience an advantage. Salary according to qualifications and experience.

Application forms from: Arlene Heron, The Richmond Fellowship, 8 Addison Road, London, W14 8DL. Tel: 01-603 6373 – Closing date: 29th March 1984. (2270)

CAYMAN ISLANDS GOVERNMENT
DEPARTMENT OF EDUCATION

Applications are invited from qualified teachers of proven ability with appropriate qualifications for the following posts, to be filled in September 1984.

For posts in Secondary Schools graduates with postgraduate qualifications will normally be required, but teachers holding a BEd degree with specialisation in appropriate field will be considered.

A minimum of five years successful experience will be required for graded posts. Entry points to scales will be determined by qualifications and experience up to a maximum of ten years.

VACANCIES TO BE FILLED

Headteachers

A. West End Primary School on island of Cayman Brac. Roll 60; Age range 4½–11; Teaching staff 5; C$17,208–C$24,336.

B. George Town Primary School. Roll 390; Age range 4½–11; Teaching staff 21; C$19,872–C$26,532.

C. Cayman Islands High School (Comprehensive Secondary, CSE, O and A Level, RSA; Open Sixth Form) Roll 880; Age range 13–18; Multiracial teaching staff 70; C$25,788–C$31,116

Graded Posts in Primary Schools.

D. Two posts of Curriculum Development Officer specialised in (a) Special Education and (b) Science and Mathematics. These teachers will be peripatetic, based at Education Department HQ. C$17,203–C$24,336.

E. One post of Teacher in charge of Deaf Unit attached to large Primary School. C$16,324–C$22,320.

Graded Posts in Cayman Islands Middle School

F. Three posts of Head of Department specialised in (a) Social Studies; (b) English; (c) Music. C$17,208–C$24,336.

G. One post of Teacher in charge Home Economics/Special Education (Humanities) requiring part-time teaching in Home Economics cookery and needlework) and part-time in Special Education (Humanities). C$15,324–C$22,320. Roll 800; Age range 10–13.

Graded Posts in Secondary Schools

H. One post of Teacher in charge Sciences (Chemistry, Physics and Biology) at Cayman Brac High School. Roll 160; Age range 12–18; C$16,324–C$22,320.

I. Six posts of Head of following Departments in Cayman Islands High School. Roll 880; Age range 13–18. (a) Art and Design; (b) Home Economics; (c) Special Education; (d) Chemistry; (e) Drama; (f) English. C$16,324–C$22,320.

J. Two Grade One posts in Cayman Islands High School. (a) Physical Education with Drama or English as second subject; (b) Physics, with ability to teach General Science to lower ability classes. C$13,664–C$21,060.

All posts other than those specified for Cayman Brac are for island of Grand Cayman.

Appointment for two years in first instance, but may be extended by mutual agreement.

C$1 = US$1.20. Relationship to Pound Sterling varies with US Dollar exchange rate.

Application forms and further particulars of posts and conditions of service, including housing, medical benefits, passages, leave and baggage entitlements are available on request from:

The Cayman Islands Government Representative
Hambleton House
17b Curzon Street
London W1Y 7FE
Tel: 01-408 2482

Applications should be completed and returned by 30th March 1984. Interviews will be held in London for those shortlisted on a date to be notified. All expenses incurred in travelling to and from interview will be borne by the candidate. (2231)

Ministry of Defence
Service Children's Education Authority (SCEA)
Primary Teacher Vacancies
September 1984

Applications are invited for a number of Scale One posts at the first and junior levels which require to be filled in September 1984. Applicants must fulfil the following conditions:
1. They must be resident in the United Kingdom.
2. They must have completed probation.
3. They must have at least two years appropriate recent experience in UK School(s).
4. They must be under 47 years of age.

SCEA. There are over 100 primary schools administered by SCEA, located in West Germany (the majority), Holland, Belgium, Turkey, Italy (including Sardinia), Gibraltar, Cyprus, Hong Kong, Brunei and Nepal. These schools serve in the main the children of Service families and are designed to match the best of LEA provision in this country. Teaching in a Service School provides a teacher with excellent opportunities to widen his or her professional experience as well as splendid opportunities for sport and travel. Accommodation is in officers' messes or purpose built flats. All married teachers are provided with married quarters.

Conditions of Service
Salary. Salary is in accordance with the current Burnham scales plus a London Allowance of £987 pa.
Superannuation. These rights are safeguarded.
Overseas Service Allowance. A generous tax-free allowance is payable.
Accommodation. Accommodation is normally provided rent free.
Period of Engagement. The initial engagement is for three years. Teachers do not serve in Service Children's Schools after the age of 60, and therefore applicants should be under 47 years at the commencement of the engagement.
Application for application forms should be made to:
The Service Children's Education Authority
Room 8
Major Appointments Section
Ministry of Defence
Empress State Building
Lillie Road
London SW6 1TR
SCEA
The Civil Service is an equal opportunities employer. (6047I)

GREECE

EFL TEACHER

EFL teachers with degrees and at least one years EFL experience are invited to apply for posts in Thessaloniki, Greece.

Please send CV and photo to: Hilary Byrne, c/o John Rinvani, 76 Parsley, Walwyn Garden City, Herts. (6097A) 460000

GREECE

TEACHERS IN GREECE

E.F.L. teachers required from September for posts in Athens, mainland Greece and the islands. Applicants must possess a degree, preferably English, and/or teaching qualifications. Interviews will be held in Athens and London in April.
Please send curriculum vitae, a recent photograph and a self-addressed envelope to Teachers in Greece, 49-53 Kensington High Street, London W8 5ED. (6051A) 460000

GREECE

Qualified English teachers wanted for the Academic Years 1984 - 1985. Accommodation provided. Teaching experience necessary.
For further information: 'ATHENA' Schools of Languages, 38 Ermou St., 54623 Thessaloniki (6717S) Greece. 460000

HONG KONG

SCHOOL CHAPLAIN
with university degree to teach Religious studies in September, 1984. G.C.E. desirable, but not essential. Grant-aided Anglican primary school for Chinese boys. Two-year contract with passage for self and family. Salary per Hong Kong scale. Flat available for single person or small family (privately child rent). Write to Principal, St. Paul's College, 33 Hunghom Road, Hong Kong. (5458G) 460000

THE BRITISH COUNCIL

Posts overseas

Brazil

2 Teachers of English as a Foreign Language (one with drama)
Sociedade Brasileira de Cultura Inglesa, Sao Paulo

Duties: To teach EFL for up to 24 hours per week, mainly to ARELS and Cambridge examination classes, assisting with development of courses for pre- or post- FCE classes; entrance testing and routine administration; developing and participating in the Society's social activities for students and assisting with in-service workshops for teachers. (Post 2) To teach EFL at all levels initially up to a maximum of 12 hours per week, but principally to advise on the use of drama in English Language Teaching by organising in-service seminars on drama in ELT, by suggesting how drama activities can be used in conjunction with ELT textbooks and advising on methodology texts and drama supplementary materials. The teacher will also be asked to assist with oral expression in drama competitions and activities.
Essential Qualifications: Candidates should be single, age 25-40 with a degree (preferably in English, Modern Languages or Linguistics) postgraduate TEFL qualification and at least 3 years' TEFL experience overseas. Candidates for the second post should also have experience of the use of drama in TEFL.
Salary: Cr.$611,299.00–Cr.$618,834.00 per month (£1=Cr.$1,003.00). A salary increase is imminent.
Benefits: 'Thirteenth month' salary; air fares; settling in allowance; resettlement grant; medical scheme, baggage allowance.
Contract: Two year contract with the SBCI commencing 1st May which is renewable by mutual agreement.
Reference: B4 D 22–23T

Greece

Director of Studies
The British Council, Salonika

Duties: Day-to-day financial management of the Direct Teaching of English Operation; recruitment and supervision of teachers; responsibility for teacher-training, testing, marketing, premises and equipment, textbooks, curriculum, out-reach activities etc.
Qualifications: Extensive TEFL experience, including teacher-training; extensive experience of financial management, marketing and personnel management (preferably in a DTEO); a first degree in English or Modern Languages; MA Applied Linguistics and PGCE/RSA TEFL.
Salary: £9,450–£10,780 per annum.
Benefits: Air fare and baggage, medical cover, 45 days holiday, accommodation allowance, superannuation compensation allowance (= 11% of basic salary).
Contract: Two year contract with the British Council in London, starting 1st August. NB: A one week familiarisation trip to Salonika will be arranged for the successful candidate (late May).
Reference: B4 D 18T

Egypt

Post 1. Teacher of Mathematics
Post 2. Teacher of Chemistry/ Physics
Post 3. Teacher of Biology/ Human Biology
The British Council, Science Teaching and Training Centre, Cairo

Duties: To teach up to 24 hours per week to the GCE 'O' Level, University of London Overseas syllabuses. Teachers will be responsible for their own subject areas and for coordinating student materials, practicals, equipment and the laboratories.

Qualifications: Candidates, preferably single, should be under 36, British nationals with a first degree from a UK university and a PGCE or its equivalent. Teaching experience would be a distinct advantage.
Salary: £6,100,000–£6,412,000 per annum (£28,000–29,000 approx.) tax free and including a sterling supplement. (£1 = £21.25)
Benefits: Housing allowance, air fares at beginning and end of contract, baggage allowance, medical scheme membership and 8 weeks leave plus local public holidays.
Contract: One year local contract, commencing 1st August, 1984, with the possibility of renewal.
Closing date for applications: 31st March, 1984 and the Selection Boards will be held in London in the first week of May 1984.
References: B4 D 18T-Mathematics
B4 D 19T-Chemistry/Physics
B4 D 20T-Biology/Human Biology

Spain

British Council School Madrid
A co-educational, mainly English-medium day school for 800 pupils aged 5–15.

Post 1: Head of Infant Department

Duties: To be responsible for a department of 8 British and 3 Spanish staff teaching children aged 5–7, with some specialist activity teaching to small groups. This post does not carry a full-time classroom commitment.
Qualifications: Applicants must be British qualified, with at least the Certificate of Education and three years' teaching experience, preferably including overseas experience. Ability to play a musical instrument essential, preferably piano or recorder. Knowledge of Spanish highly desirable.
Salary: 1,300,000–1,600,000 pesetas pa plus overseas, graduate, and PGCE allowances. (£1=220 pesetas)
Benefits: Superannuation contribution; fares.
Contract: Two academic years local contract, renewable, starting September 1984.
Reference: B4 B 52T

Post 2: Infant Teacher

Duties: To teach 5–6 year old children, mostly Spanish mother tongue. Reception class duties plus initiating English Language teaching. Ability to play a musical instrument essential, preferably piano and/or recorder.
Qualifications: Applicants must be British qualified, with at least the Certificate of Education. Three years' teaching experience, preferably in the UK. Knowledge of Spanish highly desirable.
Salary: 1,000,000–1,600,000 pesetas pa plus overseas, graduate, and PGCE allowances. (£1=220 pesetas)
Benefits: Superannuation contribution; fares.
Contract: Two academic years local contract, renewable, starting September 1984.
Reference: B4 B 53T

Post 3: Junior Teacher

Duties: To teach general subjects in English, to 7–9 year old children, primarily Spanish mother tongue.
Qualifications: Applicants must be British qualified, and hold at least the Certificate of Education, plus a minimum of 3 years' teaching experience preferably in the UK. Special experience in Drama, Art or micro-computer application to teaching would be an advantage.
Salary: 1,000,000–1,600,000 pesetas pa plus overseas, graduate and PGCE allowances. (£1=220 pesetas approx.)
Benefits: Superannuation contribution; fares.
Contract: Two academic years local contract, renewable, starting September 1984.
References: B4 B 54T
Closing date for Applications: For all 3 posts: 25th May, 1984

The following posts are funded under Britain's Programme of Aid to developing countries.

Oman

Khuwair Higher Technical Institute
Post 1: Director of Studies

Duties: To co-operate with, assist and advise the Principal of the Institute on all aspects of the establishment and development of the Institute including academic and administrative matters; to advise on aspects of technician and technical instructor training which Oman is to take in establishing and developing collaboration with other institutions, employers and associations; to co-ordinate the activities of ODA-supported personnel at the Institute.
Special Qualifications: A first degree in an appropriate discipline; a professional qualification in HND, commercial or research experience; 5 years' experience in a management role in FE at Head of Department level or above. Experience of technical education outside the UK is desirable. Age 42–58.
Salary: £21,803–£22,905 per annum
Overseas Allowances: £NIL–£2,604 depending on salary level and marital status.

Post 2: Head of Department of Instructor Training

Duties: To be responsible to the Principal for the day-to-day management of the Department; to establish and improve the quality of education and training; to make effective use of human and physical resources available, to ensure safe working practices; to provide academic leadership; to plan effective programmes for continuing development of curriculum, staff etc; to ensure effective implementation of teaching programmes; to undertake some teaching.
Special Qualifications: A first degree or equivalent in an appropriate discipline plus a recognised teaching qualification; substantial experience in FE or Industrial Training in both teaching and administrative roles plus FE teacher-training or Instructor Training experience. Experience of working outside the UK is desirable. Age 30–58.
Salary: £14,148–£15,849 per annum
Overseas Allowances: £NIL–£5,716 depending on salary level and marital status.

Post 3. Senior Technician (Resources)

Duties: To be responsible through the Head of the Department of Instructor Training for the establishment and day-to-day operation of a Resource Centre to service the non-print needs of the Institute; to devise and produce audio-visual material packages in collaboration with teaching staff; to undertake routine AV maintenance; to undertake on-the-job training of technical staff.
Special Qualifications: Experience in the operation and routine maintenance of a wide range of audio-visual equipment in an educational/training environment. Possession of a recognised qualification in AVA Techniques or media resources is highly desirable. Age 30–58.
Salary: £8,154–£9,360 per annum
Overseas Allowances: £1,495–£1,166 depending on salary level and marital status.

For all 3 Posts

General Qualifications: Candidates, male only, must be UK citizens with a British educational background.
Benefits: Salary free of UK income tax; free family passages; children's education allowance and holiday visits; free furnished accommodation; cuilt allowance; medical scheme; baggage allowance; paid leave; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.
Contracts: Contracts will be with the British Council for two years initially. The post of Director is tenable from 1st May, 1984 or as soon as possible thereafter and the other two from 1st August 1984.
Closing date for Applications: 26th March, 1984.
Reference: B4 K4–6T

For further details and an application form, please write, quoting the post reference number to: Overseas Education Panel Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT. (2257)

OVERSEAS
continued

FRANCE

BRITISH SECTION
Lycee International, St. Germain en Laye
The Lycee is a French State School catering for Bilingual Children. Pupils learn mainly in French but also have six hours' instruction per week in another language, given by one of the nine national sections. The responsibility of the sections includes History.
The British Section seeks a Secondary History Teacher for September 1984 to work with the two History Specialists who are already on the staff. Candidates will be expected to have served at least three years in the UK or in British-style schools and to have experience of 'O' and 'A' level work. Fluency in French is an advantage but not a necessary qualification. Salary will be on the ascilon's Scale 2 (Burnham plus); Contract is for an initial period of three years, renewable.
Letters of application to the Head of the British Section, Lycee International, PO Box 129, 78104 St. Germain-en-Laye, France, to arrive by 28th March. Enclose full c.v., telephone number and names, addresses and telephone numbers of two referees. (6486) 460000

GRAND CANARY

THE BRITISH SCHOOL OF GRAND CANARY
Las Palmas
(All Age: 225 on Roll)
Teachers required for September.
(i) Physics and Chemistry to 'O' level.
(ii) Top Juniors
(iii) 1st yr. Juniors
Applications from teaching couples welcomed.
2 yr. Contract, fares paid, etc. etc.
Full C.V.; photo; referees and telephone number; ASAP to: The Headmaster, The British School, P.O. Box 11, Tafira Alta, Las Palmas, Grand Canary. (6085)460000

INDONESIA

INTERNATIONAL LANGUAGE PROGRAMS-JAKARTA
Teachers of EFL required for May. Salary according to qualifications/experience. Minimum Rp. 606,900 per month. Qualifications: Degree plus at least two years experience. Only single people considered.
For full details and application form write enclosing c.v. and photograph to Ms S. Vatila, 88 Lauriston Road, London E9 7HA. (6015)s 460000

MATHS AND SCIENCE TEACHERS

SAUDI ARABIA £15,000+

ARAMCO, the world's largest oil and gas producing company needs MATHEMATICS and SCIENCE TEACHERS who will contribute to the Training Programme for Saudi Arabian employees—the engineers and technicians of the future.

Applicants should be flexible and committed teachers, with a minimum of 4 years experience teaching foreign students within the age range 14–18 years plus, and will be holders of an HNC, HND or B.Sc. MATHS TEACHERS must be well versed in the concepts of modern maths, plane, solid and analytical geometry, advanced algebra, trigonometry and calculus. For SCIENCE TEACHERS a working knowledge of modern instructional methodology is desirable.

These are unaccompanied positions offering secure employment on open-ended contracts with the opportunity to acquire valuable overseas expertise in a stimulating environment.

In addition to the usual expatriate tax advantages, the package of first-class benefits will include company-paid air fares, excellent sports and recreational facilities, free medical care and generous leave. Married employees on bachelor status will qualify for three return trips annually.

ARAMCO will be holding interviews in London in the near future so if this exciting opportunity appeals to you, please write or telephone for an application form to: Margaret Sutcliffe.
DEPT. TE/234/MST, Recruitment International Limited, 9 Park Place, Leeds LS1 2RU. Tel: (0532) 454288.

NEW LEAVE SCHEDULE
3 leaves annually for married men on bachelor status

ARAMCO | Recruitment International Ltd.

partners in progress

FOLKEUNIVERSITETET ROGALAND, Stavanger in Norway are looking for a

TEACHER
for their
English Department

Qualifications: TEFL teaching for at least two years. RSA cert. TELF or equivalent. Experience in Cambridge University's FCE and CPE and knowledge of Oxford University's higher level exam in ELF are essential. Some experience in Scandinavia/Scandinavian languages an advantage.

Post: August 84–July 85–900 hours general English—Proficiency/First Cert; some technical/business/report writing. Possible area of responsibility – to set up ARELS oral exam. Teaching conducted through company contracts and involving travel by car to company premises.

Salary: Kr 80,000 net for first year. (approx Kr. 11.00 = £1.)

Accommodation: Assistance will be given in finding suitable accommodation in Stavanger.

Application Procedure: Please apply in writing to
Sonja Lambertsen
Folkeuniversitet Rogaland
Nytorget 8
4000 Stavanger, Norway
including full CV copies of certificates etc. Applications to reach Stavanger by 30th March 1984. (2832)

ENGLISH TEACHING ADVISER
The British Council, Paris

THE BRITISH COUNCIL

Applications are invited for the post of English eaching Adviser (ETA) in the British Council office in Paris. The successful applicant will work to the English anguage Officer in a team of three responsible for ELT information service, the ELT seminar programme, teacher training etc.

Essential Qualifications: Ability to work in French, a first degree and relevant teaching qualification. Teaching experience (5 or more years). Good knowledge of current ELT teaching materials and methodological approaches. Sufficient teaching personality to keep the interest of a critical group of teachers for long periods. Willingness to travel. Ability to type.

Highly desirable: An interest in: CALL, video, ESP, ESL/EFL in secondary schools, modern teaching techniques, teacher training, organising seminars and conferences etc. Experience of ELT library and information services.

Contract: 2 year non-renewable contract urider terms generally applicable to French staff locally employed at Grade II in the British Council office in Paris, salary scale FF 10,222–13,582 per month. Accommodation not provided. (£1 = FF£11.67).

Procedure: Please apply in writing with CV, and recent passport photograph by 4th April 1984 to The English Language Officer, The British Council, 9 rue de Constantine, 75007 Paris, France.

Short-listed candidates will be interviewed in London on Wednesday, 25th April 1984. (6234)

Yokohama International School requires for September, 1984:

(1) A Teacher for Physics to 'A' level, General Science, Mathematics and Computer (basic, language).
(2) A Teacher for a nine year old class.

Applicants should have at least two years' experience and would be required to participate in extra-curricular activities and take pastoral duties.

Single teachers or teaching couples are preferred. The initial contract is for two years. Air tickets are provided at the beginning and end of contract.

Applicants should write, sending a brief resume, to: The Headmaster, Yokohama International School, 258 Yamate-Cho, Naka-Ku, Yokohama, Japan 231. Interviews will take place in the United Kingdom in April. (2264)

TANZANIA
International School of Tanganyika Ltd. DAR-ES-SALAAM.

Experienced, versatile and adaptable teachers are required for the following posts:

UPPER SCHOOL: Music, German, Remedial, Geography, Head of Geography Dept, Head of History Dept.
MIDDLE SCHOOL/ LOWER SCHOOL: Teachers, Teachers and ESL.

We also invite applications for the post of Upper School Guidance Counsellor, and also that of Business Manager.

For further information, send a large SAE, stating vacancy required to:
UK Secretary,
International School of Tanganyika Ltd.,
25 Hall Lane, Merseyside L31 9DY.

Interviews will be held mid-March. (6250)

BANDUNG INTERNATIONAL SCHOOL
(BANDUNG, JAVA, INDONESIA)

Required for August 1984
Experienced TEACHERS

1. Kindergarten (New entrants) (ages 5–6)
2. Primary (ages 6–10)
3. Maths and Science (ages 10–14)

BIS is an English-speaking international school with students of many nationalities ranging in age from 5–14. Attractive conditions, including salary and allowances paid in US Dollars and free of Indonesian taxes. Housing provided. Initial two-year contract.

Apply by airmail with qualifications, experience, references and telephone number to the Chairman, Bandung International School, PO Box 132, Bandung, Indonesia, or Telex 28326 AUSAPRO BD before 21st March, 1984. (6181)

Senior Chemistry/ Physics Teacher
Bermuda

The Bermuda High School for Girls, an independent fee-paying school with 500 pupils aged from 5–18 years, wishes to appoint a Senior Chemistry/Physics Teacher.

You should hold an honours degree in this discipline as the post involves responsibility for the subject throughout the senior school including GCE 'O' level and AP examinations with Senior year classes.

The appointment, initially for 3 years, carries a salary on a scale from 21,000 – 27,460 Bermuda Dollars (equivalent to £14,700 – £19,250 approx). Bermuda enjoys a superb climate and offers exceptional facilities for sports and outdoor pursuits.

Please write, with details of qualifications and experience and the names of two professional referees, to: Richard Williams, PER Overseas, 4/5 Grosvenor Place, London SW1X 7SB. Tel: 01-235 9966. (2551)

PER OVERSEAS
The complete overseas recruitment service

GULF AND WESTERN AMERICAS CORP.
Dominican Republic

The Gulf and Western Foundation in the Dominican Republic operates the Abraham Lincoln School and invites applications from suitably experienced teachers for the following positions which will be available in September 1984.

PRIMARY–INFANT SCHOOL (6–11 years)

1 Teacher for 6–7 year olds — Reference Code P.1
1 Teacher for 7–8 year olds — Reference Code P.2
1 Teacher for 8–9 year olds — Reference Code P.3

SECONDARY SCHOOL (6–18 years)

ENGLISH. To teach English at all levels of the Senior School. The selected candidate would have responsibility for the English curriculum within the school. Reference Code E.1.

ENGLISH. To teach English in the lower part of the Senior School. Reference Code E.2.

HISTORY. To teach History and some Economics. This could be a post of responsibility for a suitable candidate. Reference Code H.1. For any of the posts in the Senior School an interest in careers guidance would be an advantage.

The contracts are initially for two years with return flights paid. A competitive salary is offered and free furnished accommodation is provided. Many sporting and leisure facilities are available to Gulf and Western employees, as well as a comprehensive medical scheme. The Dominican Republic has a low rate of taxation.

These positions are open to single or married teachers. Married couples who both teach are preferred but this is not essential.

Please apply with letter of application, full c.v. and recent photograph. Include forenames and addresses and telephone numbers of two referees. A telephone number where you can be reached at work and or home during 2–6 April is essential.

Candidates selected for interview will be contacted by telephone and interviews will be held in London during 9th–13th April.

Applications to be sent to: Mr D. J. Tully, Headmaster, c/o 29 Linkside Drive, Penrad, Swansea, West Glamorgan.

Closing date for applications 30th March, 1984. Indicate Reference Code on outside of envelope. (6246)

DUBAI COLLEGE
ESTABLISHED IN DUBAI (1978) BY DECREE OF H.H. THE RULER

Dubai College is a British style Co-Educational Secondary Day School of 420 pupils, conveniently situated in a purpose built complex with lavish educational and recreational facilities.

It has classes in the age ranges 11 to 18, taught by Oxford and other graduates/professionals, with a curriculum leading principally to London University (Home Centre) GCE 'O' and 'A' levels, and also appropriate cases to The Southern Regional Board CSE qualifications.

Applications are invited from mature British trained, good honours graduate teachers of some 10 years experience, for the following posts of responsibility, from September 1984:

HEAD OF ENGLISH
HEAD OF SCIENCE (preference will be given to a Physicist)
HEAD OF ART

Applications are also invited from specialist British trained graduate teachers (some 5 yrs experience) for the following posts, from September 1984.

ENGLISH TEACHER
MATHS TEACHER
PHYSICS TEACHER
MODERN LANGUAGES TEACHER (FRENCH & GERMAN)
TEACHER OF FRENCH & MUSIC
MUSIC TEACHER

Tax free basic salary, currently tax free, in range of UAE Dirhams 55,200 – 69,600 pa, according to qualifications and experience, (current exchange rate DHF 5.5 = £1). Annual Increment, end of Department allowance where appropriate. Salaries currently under review. Terminal gratuity, furnished air-conditioned accommodation, return annual air fare for teacher, holidays, baggage allowance.

Letters of application in own hand writing with names and addresses of two referees and a recent photograph should be sent to: Department V, P.A.C.E.S. 60 Eccleston Square, St Helier, JA1D 2BH.

Closing date before 21 March. Interviews London in April.

Brochure and further particulars about the school and the area will be sent to long-listed candidates.

U.K./E.E.C. REGISTERED TEACHERS CONSIDERED AUTOMATICALLY. (6287)

Re-advertisement due to previous error

THE BRITISH AMERICAN SCHOOL BARRANQUILLA COLOMBIA

Required as soon as possible

One Science Teacher for Middle School and Upwards (10 to 15 year olds) E.F.L. an advantage.

Suitably qualified teachers should apply in writing as soon as possible enclosing C.V., recent photograph, names of referees and giving a telephone number to:

Mr G.D.K. Turton,
36 Park Drive,
East Sheen,
London SW14 8RD.

Vetted by the Headmaster in London in the Winter.

OVERSEAS
continued

KENYA
PEMBROKE HOUSE SCHOOL
Kenya

Required in September 1984, at leading Prep school in Kenya. A Mathematics Teacher.

Applications with CV and recent photograph should be addressed (and sent by air mail) to the Headmaster, Pembroke House, P.O. Box 31, Gilgil, Kenya. (6435S) 460000

SUDAN

The Sudanese Ministry of Education needs teachers of English for its Higher Secondary Schools. Applications will be accepted from degree holders and qualified teachers. Teachers' experience an advantage. Applications from couples are welcome. A modest salary is paid at local rates.

Further information and application forms available from: ELT Recruitment Officer, Sudan Cultural Council, 37 Rutland Gate, London SW7 1PD. (Closing date 4th May). (5703S) 460000

OVERSEAS

BRITISH EXCHANGE (EUROPE)

British teachers of Modern Languages currently employed in this country are invited to apply for a post-to-post exchange in Berlin, Belgium, Federal Republic of Germany, France, Italy, Spain and the USSR, in the academic year 1984 – 85. Appointments are for one year, one term, or half a term. A small number of exchange appointments are also available in Denmark. Please write for further details to: Teachers' Exchange Europe (TEE), Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-486 5101. (5707S) 460000

SPAIN

Academy N. Spain needs C.F.L. teachers with R.S.A. prelim. or similar. Working knowledge Spanish desirable. Also Director of Studies/teacher-trainer with R.S.A. diploma.
S.a.e. to Mrs M. Fowler, High View, Lichard Rise, Bridgead, Mid Glam. (5738S) 460000

SPAIN

Experienced, qualified EFL teacher, preferably Modern Lang. Graduate and/or Spanish speaker, required for Sept. by private Lang. School. Excellent salary and accom. One course contract (renewable).
Please send C.V. and photo, names and addresses of 2 referees to Mrs A. Cuenca Guimera 28, 10 1a MANRESA (Barcelona) Spain. (5455S) 460000

MINISTRY OF DEFENCE
Service Children's Education Authority

Senior Educational and Teaching Appointments in North West Europe, The Middle and Far East
for September 1984

The Ministry of Defence invites applications from appropriately qualified and experienced individuals for the following overseas posts which are to be filled for the Autumn Term 1984, if possible.

General Educational Adviser

Service Children's Schools (North West Europe)
Salary Scale £13,395–£14,581

Service Children's Schools (North West Europe) comprise 93 First, Primary, Middle and Secondary Schools situated mainly in the Federal Republic of Germany. They conform in type and scope to those in the maintained sector in England and Wales and provide an education for 26,337 children of Service personnel and Ministry of Defence civilians who are temporarily overseas.

This post is located in the Area Education Office, Minden, West Germany. Applicants should have teaching experience at a senior level. Evidence of further professional study and advisory experience would be an advantage. The successful applicant will have pastoral responsibility for a group of schools but will have special expertise in the education of children aged 9–13; preference will be given to applicants who can offer Science as one of their specialisms. Duties will include the promotion of in-service education and curriculum developments. As the post requires extensive travelling between schools, the possession of a current driving licence is essential.

In addition to the above salary rates, London Area Allowance of £948 per annum is payable. This post is superannuable under the Principal Civil Service Pension Scheme which is non-contributory.

Senior Teaching Appointments

West Germany

Head Teacher

Clive First School, Oenabruck (Group 5)

A Head Teacher with good experience of the 5–9 age group, and an understanding and sympathy for an integrated and experienced based approach to learning is required for this purpose-built school of traditional design. There are approximately 300 pupils on roll and 14 staff (including the Head Teacher). It is expected that candidates already occupy a senior post in a First or Primary school and have at least 10 years teaching experience. Oenabruck is a large university town in North Germany with excellent shopping facilities and communications.

Deputy Head Teacher

Helde Primary School, Fallingbostel (Group 5)

A teacher is required for this open plan school which is situated in spacious grounds with its own playing fields. There are at present 320 pupils on roll with a teaching staff of 16, including the teacher of the Special Unit attached to the school. The successful candidate will have responsibility for Science and Environmental Studies and the co-ordination of the Junior Department. Applicants should ideally already occupy a senior post in a First or Primary School and have at least 8 years teaching experience.

Fallingbostel is a small town on the Lunebarg Heath with convenient autobahn access to Hannover, Hamburg and the Harz Mountains.

Deputy Head Teacher

Roy First School, Dusseldorf (Group 5)

Roy First School has semi-open plan and traditional classrooms. There are approximately 285 pupils on roll and a teaching staff of 12 (including Headmistress). In addition to the Senior Management role the person appointed will carry responsibility for Mathematics throughout the school and further duties would ideally include an active involvement in Junior Games and Swimming as well as oversight of audio-visual aids and stock. Candidates should already occupy a senior post in a First or Primary School and have at least 8 years teaching experience.

Dusseldorf offers all the facilities and attractions of a large city on the Rhine.

Middle East

Head Teacher

St Michael's Primary School, Nicosia, Cyprus (Group 2)

A Head Teacher is required with a good knowledge of Education over the whole primary range who ideally has some experience of administration, preferably in a Service environment. Once fully operational following a phased re-opening in September 1984 St. Michael's School will have approximately 70 pupils on roll with a teaching staff of 4 to cater for the children of British servicemen posted to the United Nations Force in Nicosia.

Far East

Head Teacher

Seria Primary School, Brunei (Group 2)

Seria Primary School currently has 61 pupils and 4 members of staff. The school is organised into vertically grouped classes. Applicants should be keen on sport especially swimming, be self-sufficient and resourceful and keen on the development of extra-curricular activities. A wide knowledge of the curriculum is essential in this small school. Applicants must have a current driving licence.

Head Teacher

Tutong Primary School, Brunei (Group 1)

The Head Teacher of this 2 teacher school must be prepared to teach both infant and junior children; a wide range and knowledge of the curriculum is essential. Applicants should be self-sufficient and resourceful and have a broad range of interests in extra-curricular activities and sport. The successful candidates must have a current driving licence.

Hong Kong

Deputy Head Teacher

St George's School, Hong Kong (Group 9)

There are approximately 600 children on roll in this co-educational, 11–19 comprehensive school. The curriculum includes CSEs leading to GCE 'O' Level and CSE Southern Region examinations in 5th year. The 6th form is open entry and has wide provision including pre-vocation City & Guilds Foundation CSEs as well as GCE 'A' level. For pastoral purposes, the school is organised on a vertical house basis. The Deputy will, along with the Head Teacher and Second Mistress, form the senior management team and will, therefore, be concerned with all aspects of the well-being of the school. He/she will, however, have particular responsibility for curriculum design and development, including the formation and operation of working parties; curriculum implementation, including timetable; people counselling and liaison with parents on individual programmes; monitoring the effectiveness of pupil assessment; and advising on in-Service needs. There will be a need to work well with Heads of Department and Heads of House and it will be necessary from time to time to act in a guidance role with teaching staff.

Candidates for all posts will be expected to show a disposition to integrate with local military community and maintain good relations with parents.

For all posts except the General Educational Adviser, *SALARY* is in accordance with the current Burnham Scale. In addition the London Area Allowance of £987 per annum is payable. *FOREIGN SERVICE ALLOWANCE* - a tax free allowance is payable. *SUPERANNUATION* - normal rights are safeguarded. *ACCOMMODATION* is provided rent free or an allowance towards the rent is payable. *DURATION OF ENGAGEMENT* - initially for a period of 3 years, except in Brunei where the engagement is initially for a period of 2 years.

All Applicants should be normally resident in the United Kingdom.

Applicants for posts other than that of General Educational Adviser should note that teachers do not normally serve in Service Children's Schools abroad after the academic year in which they reach the age of 50 and, therefore, the preferred age is under 47 years at the commencement of the engagement.

The Civil Service is an Equal Opportunities Employer.

Requests for an application form and further details about these posts should be made to:
Ministry of Defence, CM(S)4L
Room 343, Lacon House
Theobalds Road, London
WC1X 8RY, or telephone on
01-430 6387/6864.
The closing date for completed application forms is Wednesday, 28th March, 1984. (6284)

SCEA

University of Petroleum and Minerals

DHAHRAN, SAUDI ARABIA

ENGLISH LANGUAGE CENTER

The ELC is responsible for preparing approximately 1000-1400 male students per year for study in all-English-medium technical courses leading to bachelors' degrees in science, engineering and management. The center currently employs some 70 teachers (British, American, Canadian and Australasian) and is expected to expand, the programme is biased towards English for academic purposes, well-equipped language labs, an audio-visual studio and 60 computer assisted instruction terminals form part of the technical equipment available.

We have opportunities for well-qualified, committed and experienced teachers of English as a foreign language as from September 1984. Applicants should be willing to teach in a structured, intensive programme which is continually evolving and they are encouraged to contribute ideas and materials.

QUALIFICATIONS:

1. M.A. in TEFL/TESL or Applied Linguistics
OR 2. Postgraduate Diploma in TEFL or TESL from a recognised university.
OR 3. Postgraduate Certificate in Education (TEFL/TESL).

EXPERIENCE:

Minimum two years teaching experience in TEFL/TESL overseas.

STARTING SALARY:

Depending on qualifications and experience. Salary is free of Saudi taxes.

ADDITIONAL BENEFITS:

1. Rent-free, air-conditioned furnished accommodation. All utilities provided.
2. Gratuity of one month's salary for each year worked, payable on completion of final contract.
3. Two months' paid summer leave each year.
4. Attractive educational assistance grants for school-age dependent children.
5. Transportation allowance.
6. Possibility of selection for university's ongoing summer programme and evening programme with good additional compensation.
7. Outstanding recreational facilities
8. Free air transportation to and from Dhahran each year

CONTRACT:

For two years – renewable.

Send your application urgently with complete resumé on academic professional and personnel data. List of reference, including home and office addresses and numbers to: F.J. Smith, Esq., Gabbitas-Thring Services Ltd., Broughton House, 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161.

Assistant Director of Education (Schools)

£17,208 – £19,896

Applications are invited from suitably qualified candidates for this senior appointment, commencing in September 1984. Applicants should have appropriate academic qualifications, successful teaching experience and substantial professional administrative experience, preferably with a local education authority.

The person appointed will be responsible to the Director of Education for the co-ordination of all work associated with the management of schools throughout the Authority.

Application forms and details from the Director of Education, Staffing Section, County Hall, Chichester, West Sussex. PO19 1RF, on receipt of foolscap S.A.E. Closing date 27th March.

West Sussex COUNTY COUNCIL

OVERSEAS continued

KUWAIT

ENGLISH SCHOOL Kuwait
TEACHERS AND MUSIC SPECIALIST
Applications are invited for September 1984 for the post of teacher and music specialist, in an expanding primary school. Candidates should be well qualified, have relevant teaching and administrative experience.
The successful applicant will lead an enthusiastic and committed teaching staff to develop all aspects of the school curriculum.
We offer: furnished accommodation with air conditioning/shared, free electricity, baggage allowance, return air ticket to the U.K., tax free salary, free medical care, insurance, settling-in allowance, telephones.
Please send c.v. with photograph to: The Advertiser, P.O. Box 21584, Safat, Kuwait. (60537) 460000

JORDAN

UNIVERSITY COLLEGE Cardiff
UNIVERSITY ENGLISH CENTRE FOR OVERSEAS STUDENTS
University College, Cardiff is assisting in the recruitment of staff for an English Language Teaching Centre in Amman, Jordan.
Two posts are available for suitably qualified and experienced female teachers of E.F.L. for one year in the first instance.
Salaries will be on an scale £7,000 - £10,000 per annum and the appointment on that scale will depend upon qualifications and experience.
Furnished accommodation provided, transport facilities available, return air by air to and from the United Kingdom paid, Medical Insurance Scheme operates. Leave entitlement six weeks per year, two of which may be spent in Jordan.
Applications (2 copies) including the names and addresses of two referees should be forwarded to: Sqn. Ldr. J.F.W. Harris, Director, University College Cardiff English Centre for Overseas Students (CUECOS), 69 Park Place, Cardiff CF1 1XL.
Closing date: 16th March, 1984. Please quote reference no: 3793 (34558) 460000

SPAIN

English Junior School requires three young single infant or junior trained teachers for September 1984. Two with ability to take football, rugger, athletics and one pianist. Minimum 2 years experience. Interviews London in May.
Please reply with photo and cv to Box No. TES 00139, Priory House, St John's Lane, EC1M 4BX. (60147) 460000

KENYA

RE-ADVERTISEMENT
Independent Girls Boarding School (11 - 16)
Required for September 1984: Teachers for: Maths and Science (G); Biology; Economics.
Due to postal loss re-advertise Kenya, previous applicants should re-apply.
Apply immediately. Write Box No. TES 00083, Priory House, St John's Lane, EC1M 4BX. (65962) 460000

SOUTH AFRICA

WOODRIDGE SCHOOL
P.O. PINORIELL
6375 (90 miles from Port Elizabeth)
Co-educational, private school for approximately 350 pupils requires resident teacher of Accounting.
Magnificent grounds and setting. An appeal to those keen on living in the country. As from January 1985.
Reply immediately to the Headmaster, stating qualifications, marital status, interests and experience. (60354) 460000

SWITZERLAND

ECONOMICS teacher 'O' and 'A' level required together with English to 'O' level and/or E.F.L.
Apply with full C.V.
The Principal thanks the many applicants for the vacancies advertised for teachers for 11 year olds and the Primary Department, and regrets he cannot reply to all applicants.
The Principal, St. George's School, 1618 Clarens, Switzerland. (57479) 460000

SWITZERLAND

AIGLON COLLEGE
the independent (Overseas HMC) British-International boarding school for 350 boys (ages 11 - 18) in the Swiss Alps
requires for September 1984:-
1. Head of Expeditions to assume leadership of a well-established department which provides regular week-end training in expeditions and camping techniques. The post calls for considerable experience in training and leading young people in mountain expeditions which are designed to encourage a spirit of self reliance and adventure. A high standard of safety and organisation is needed. The Mountain Leadership Certificate or its equivalent will be required. Knowledge of the local terrain would be an asset, and fluency in French and capacity to participate in other activities. A part-time classroom teaching programme can be arranged. Candidates should be enthusiastic and single.
2. Head of Chemistry experienced and qualified to run a small department and to teach all forms, including O and A-level. Two-year appointment.
3. Laboratory and Teaching Assistant. Bright, independent young person to assist in science labs, in classrooms and on camping expeditions in the Alps in return for pocket money, board and lodging. Candidates should have O good Science A-levels. One-year appointment.
Applicants must be prepared to respond to the challenge of working in an international community and make a full contribution to the life of the school, in which individual and spiritual values are stressed. Knowledge of French and ability to help with sports-supervision activities an advantage. The posts would be residential and boarding school experience is desirable.
Apply in own hand with curriculum vitae, copy testimonials, two referees and phone numbers (own and referees' to: The Headmaster, Aiglon College, 1885 Chesières-Villars, Switzerland. Tel: 010 41 25 35 27 21.
Interviews in London mid-April. (60001) 460000

TURKEY

ANNOUNCEMENT:
Turkey
Maths-Science-English teachers required for Sept. 1984. G.V.
A private secondary school needs qualified teachers with F.C.C.E. and the major schools in the wanted subjects. Free accommodation, attractive salary, 45 days in summer and 15 days in winter paid vacations.
Written application with CV and a recent photo to Ozel Turk Koleji, Dogus Organizasyon Egitim Dairesi, Kopru-Izmir, Turkey. Not later than April 1st. (60943) 460000

UNITED ARAB EMIRATES

Abu Dhabi
MODERN
U.K. trained, fully qualified and experienced preparatory school teachers with a minimum 3 years preparatory school experience.
In addition to being excellent classroom teachers, applicants must be prepared and able to offer additional specialisation in one of the following areas: Language Development across the Curriculum, Mathematics, Computers in the Primary School, Environmental Studies, Assessment Techniques in Primary Education.
Experience in preparing children for entry into preparatory schools is also desirable.
An active interest and enthusiasm in extra curricula activities is essential.
All applicants should be totally committed, professional and enthusiastic teachers with a minimum of 3 years team experience. Only single male or female U.K. trained and qualified primary teachers should apply. Interviews will be held in London.
Please apply in your own handwriting with a full curriculum vitae; include a recent photograph and the names of two referees to:- Miss M. Rosell, Al Khubairat Junior School, P.O. Box 4001, Abu Dhabi, United Arab Emirates. (64906) 460000

WEST GERMANY

Qualified teachers required to teach English as a foreign language. Start April 1st and Sept. 1st.
Apply with photo and c.v. to Frau Ursula Urdang, Sprachinstitut Ursula Urdang, Siegen, West Germany. (57787) 460000

CHRISTIAN TEACHERS

Needed for Secondary Schools in Africa and New Guinea.
Challenging work. Voluntary terms.
Volunteer Missionary Movement, Shenley Lane, Shenley, Herts WD7 9AA. (57887) 460000

Administration Local Education Authority

EDUCATION COMMITTEE
CAREERS SERVICE
Careers Adviser (Schools)
Scale 3/5 £7,191 - £8,718
The successful applicant will be based at Farnborough Careers Office and required to work with pupils who hope to gain entry to Job-Training courses with entry requirements of 2 CSE Grade 1 Levels or above. A full range of back up services is provided to enable staff to keep up with trends in further and higher education and also with relevant employment opportunities. Applicants should hold the Diploma in Careers Guidance and have worked in the Careers Service for at least one year.
For further details and application form please write to Assistant Administrative Assistant, 2nd Floor, Clarendon House, Church Street, Basingstoke, RG21 1QQ or Tel: Basingstoke 60345, quoting reference 6851. Returnable by 26th March, 1984. (64781) 480000

ADMIN L.E.A. continued

ELVERING

LONDON BOROUGH OF ELVERING
SCHOOLS AND VOCATION EDUCATION INITIATIVES
DISTRICT CO-ORDINATOR
Grade 1 £7,191 - £8,718
Subject to the decision of the Secretary of State's Services Committee to accept the submission on behalf of the Education Committee, for participation in the Burst of Initiative, applications are invited for the post of District Co-ordinator to have responsibility for the management of the Initiative within the borough. The person appointed will be responsible to the Education Officer for the activities of the Elvering Schools and Vocation Education Initiatives.
Application forms and particulars are available from the Personnel Section, Room 101, Mercury House, Elvering, Kent DA17 5BH. Telephone applications welcome. Closing date Monday 19th March, 1984. (60169) 480000

OXFORDSHIRE

OXFORD SCHOOL OF DANCE
PRINCIPAL
Applications are invited for the above senior post which will become vacant in September 1984. The school makes a significant contribution to the provision of instrumental teaching and group work in the county.
Salary: Senior Lecturer Scale.
Further information from Mary Music Adviser, County Hall, New Inn Lane, Headington, Oxford OX3 7SR. (60498) 480000

Administration General

ESSEX

ESSEX LIAISON COUNCIL FOR OVERSEAS STUDENTS
POST OF ADVISER
A vocational qualification essential. Salary £8,718 inclusive as soon as possible. Full details and application forms may be obtained by telephoning Brentwood (0277) 218851, Woodhouse Lane, Leigh-on-Sea, Essex. Tel: 0702 77200. (60698) 500000

LONDON

Imperial Administrator/Secretary required for Ballet School in Covent Garden. Must have experience in production and/or School administration.
Please send your Curriculum Vitae to: Miss K. Tracy, Royal Academy of Ballet, 36 Battersea Square, London SW11 3RA. Telephone 01-223 0529 Skeleton Staff Christmas Week. (64388) 500000

LONDON

Imperial Administrator/Secretary required for Ballet School in Covent Garden. Must have experience in production and/or School administration.
Please send your Curriculum Vitae to: Miss K. Tracy, Royal Academy of Ballet, 36 Battersea Square, London SW11 3RA. Telephone 01-223 0529 Skeleton Staff Christmas Week. (64388) 500000

NORWICH

THE KERWICK HALL CHARITY
FIELD OFFICER IN RESIDENTIAL EDUCATION
For work in Norfolk, Suffolk and Cambridgeshire. Minimum Teachers Scale 4 (or equivalent).
For full details and application forms, send a stamped/addressed foolscap envelope to: Canon M.C.L. Bircham, Secretary, Kerwick Hall Charity, Diocesan Offices, Cathedral Court, The Close, Norwich NR1 4DH.
CLOSING DATE - 10TH APRIL, 1984. (34795) 500000

Child Care

NORTHAMPTONSHIRE

MALCOLM ARNOLD COLLEGE
SCHOOL
Brackley, Northamptonshire
Required for September, 1984 to work in the Boarding Side of this 11-18 mixed comprehensive school. AN ASSISTANT HOUSE MOTHER/FATHER (R.C.C.O. Scale 1 or Scale II, according to experience, etc).
This is an interesting post for a person to assist in the maintenance of welfare and discipline for boys aged 11 - 18 in an attractive residential setting. Applicants must be prepared to enter enthusiastically and wholeheartedly into the boarding side of the school.
Accommodation in a pleasant self-contained flat is provided (ideal for a single person, adequate for a married couple), for which, deduction from salary of £2,593 is made.
Commencement salary determined by qualifications or experience not less than £4,563 rising to £6,156 over 3 or 5 years.
Further details and application forms may be obtained from the Headmaster at the above address. Closing date for applications 27TH MARCH, 1984. (60828) 540000

Examiners

LONDON REGIONAL EXAMINING BOARD

Applications are invited for the following posts for the 1986 series:
CHIEF EXAMINER : MATHEMATICS
CHIEF EXAMINER : BYRDAY MATHEMATICS
ADDITIONAL EXAMINER : MATHEMATICS (Mode 2)
CHIEF EXAMINER : BIOLOGY
Application Forms and further details may be obtained from D.H. Board MA, Secretary to the Board, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF to whom completed application forms should be returned not later than two weeks from the appearance of this advertisement. (54827) 500000
MARCH 1984. (57231)600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts for the 1986 examinations:
1. JOINT CHIEF EXAMINER for ENGLISH LANGUAGE SYLLABUS (0585), at ORDINARY LEVEL.
2. CHIEF EXAMINER for ENGLISH LITERATURE SYLLABUS II (0582) at ORDINARY LEVEL.
Applicants for these posts should have a degree or equivalent qualification in English, a minimum of four years' recent relevant teaching experience and experience of examining.
Further information and application forms may be obtained from the Secretary General (A1), The Associated Examining Board, Stanmore Hall, Stanmore Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than two weeks from the appearance of this advertisement. (54827) 500000

Dorset County Council
County Education Department

ADVISER FOR TECHNOLOGY

(based at Hardye Arcade)
(£13,953–£15,189)
from September, 1984

Applications are invited from experienced and well qualified candidates for the post of County Adviser for Technology. The person appointed will join a team of advisers responsible for the development of Design and Technology. Experience of recent development in Modular and Control Technology is essential and relative industrial experience would be an advantage.

Application forms (returnable by 22nd March, 1984) and further details from:- County Education Officer (MD), County Hall, Dorchester, Dorset DT1 1XJ. Tel: Dorchester 63131 Ext. 4171 (Please quote post CO332X) (2530)

ADMINISTRATIVE OFFICER

£6,500-£8,000 Slough

The Business & Technician Education Council (BTEC) advances the quality and availability of work-related education for those in, or preparing for, employment in industry and commerce.

An important contract recently awarded by the Manpower Services Commission has created an opening for an **Administrative Officer** to assist in promoting a new project within the 'Open Tech' programme. This project will aim to develop new ways of teaching technicians and supervisors about the application of new technology in commercial and industrial settings.

Based at Slough College of Higher Education, the Administrative Officer will take responsibility for a very wide range of duties which will include: the initial setting-up of the office; preparing reports and maintaining records; providing meetings with papers and minutes; and assisting the Regional Co-ordinator in the day-to-day running of the project. The successful applicant, who must have had previous experience of servicing meetings, will be working primarily on his or her own initiative, supported by a Clerk/Typist.

The contract will be until September 1985, and the salary offered dependent on age, qualifications and experience.

For further details and an application form please contact:

Anna Lorbieckl, Personnel Officer, Business & Technician Education Council, Central House, Upper Woburn Place, London WC1H 0HH. Tel: 01-388 3288.

Closing date for applications 23rd March 1984.

BTEC

Careers Service

CAREERS OFFICER

Basildon
(Maingrade) Scale 4 or 5 £6264–£7005 or £7191–£7896 plus £192 fringe allowance

Applicants will be required to carry out a full range of duties including vocational guidance of young people in schools and counselling and guidance for the young unemployed.
Good progression prospects to senior posts.
Closing date: 23rd March, 1984.
Application forms and further details available from the County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD. Telephone : 0245 267222, ext. 2826. (9253)

ESSEX County Council

Careers Officer

Skegness Scale 3 £7,191 – £7,896

Required at the Careers Office, 30 Roman Bank, Skegness to undertake the full range of vocational guidance duties.

Applicants should be qualified and/or experienced Careers Officers including those who have recently completed DCG Courses and hold a full current driving licence.

The cost of housing in Lincolnshire is still relatively inexpensive and relocation expenses are reimbursable up to a maximum of £1,061 excluding VAT to the successful candidate who is buying and selling a property. A casual user car allowance and subsistence expenses are payable.

Application forms and further details are available from: The County Personnel Officer, County Offices, Lincoln (Tel: Lincoln (0522) 24482. Please quote ED280) to whom completed forms should be returned by 20th March 1984. (9271)

Lincolnshire County Council

METROPOLITAN BOROUGH OF STOCKPORT

PRINCIPAL CAREERS OFFICER

£10,242 – £11,052 (Ref: E100)

Must be suitably qualified and experienced and have held a senior and responsible position in a Careers Service.
Will be responsible to the Assistant Director (Professional Services) for the organisation, development administration of the Careers Service and be expected to make a positive contribution to a range of education, training and guidance initiatives mounted by the authority. The person appointed will be expected to have a valid driving licence and a car. A casual user car allowance is available.

CO-ORDINATOR – BASIC EDUCATION

Lecturer Grade 1 (Burnham FE) + Honorarium for ESF responsibilities (Ref: E100)

Applicants must have relevant experience for this post of full-time Co-ordinator for the Stockport Basic Education Project. Will be responsible to the Education Officer (Further Education), and be expected to co-ordinate and develop the various aspects of Basic Education in the Borough. In order to carry out the duties of the post, the Co-ordinator will need to have a car and a valid driving licence.
Application forms and further details obtainable from personnel manager, The Director of Education, Town Hall, Stockport SK1 3XE, quoting reference by 23rd March 1984.

Education
Advisory and Inspection Service

General Inspector

(Mathematical Education)
£15,027–£16,281 pa – (Soulbury Group 9 Head Teacher Scale)

Applicants should be able to demonstrate successful experience at a senior level in the field of Mathematical Education. The Authority is committed to a programme of curriculum and professional development and inspectors take a leading role in this work. Although the main focus of activity will be upon the quality of the mathematics curriculum in primary and secondary school, we are seeking candidates (male or female) who are committed generalist educationalists.
Application forms and further details are available from the Director of Education (Ref: A12 at County Hall, (SAE please).
Closing date 23rd March 1984. (9278)

Nottinghamshire County Council
County Hall, West Bridgford, Nottingham NG2 7QP

ACTON TECHNICAL COLLEGE

COLLEGE REGISTRAR AND CLERK TO THE GOVERNING BODY

£11,679–£13,035 pa.

Applications are invited for this post which becomes vacant due to the retirement of the present incumbent Ms. B. L. Lee. The College needs a person qualified and experienced in the administration of a Further Education establishment at a senior level.
Please write, or telephone 01-993 2344 for further details and application form to:
Principal, Acton Technical College, Mill Hill Road, Acton, London W3 8UX.
Closing date 19th March 1984.
Allowances are inclusive of London Weighting Allowance. All posts are open to male and female applicants unless otherwise stated. Special consideration will be given to disabled persons whose qualifications and/or experience are relevant to the post for which they apply. (9247)

Ealing London Borough

Education Department

AREA GENERAL ADVISOR (WESTERN AREA)

Post No. E239 £15,027-£16,281 p.a. (Soulbury Group 9)

Applications are invited from suitably qualified and experienced persons for this post in the Authority's Advisory Service. The successful candidates main responsibilities will be to advise on matters relating to the primary phase of education in the area but with interest in and awareness of the middle school phase will be an advantage.
Application forms and further details (SAE please) may be obtained from the County Education Officer, County Hall, Grimwade Street, Ipswich IP4 1LJ.
Closing date for applications is 21st March, 1984. (2265)

Suffolk County Council

The American Chamber of Commerce (United Kingdom) requires a Business Librarian/Information Officer for its Information Department.
This position calls for a mature individual, preferably 28+ with a sound Academic/Commercial background and an intimate knowledge of American life and business.
Duties include: administrating daily telephone service for all commercial queries, responding to all written/telex requests for information, occasional detailed research projects, the general maintenance and development of an effective information service to meet the Chamber's needs and those of its Members.
The successful individual should have a tolerant temperament as they will be dealing continually with the public on a pressurised daily basis.
Excellent working conditions from our own building in the heart of the West End. You would be joining an interesting and enthusiastic group of team players.
For further details, please submit CV in writing to:-
H.G. Cressman, Director General,
American Chamber of Commerce,
75 Brook Street, London, W1Y 2EB.
(No AGENCIES)
AMERICAN CHAMBER OF COMMERCE (UNITED KINGDOM) incorporated

NICED

The Northern Ireland Council for Educational Development wishes to appoint an

Information Officer

Candidates should fulfil the following criteria:
Substantial teaching experience in schools or colleges.
Involvement in and knowledge of curriculum development.
Experience of editorial and graphical work and the uses of technology in education.
Salary will be paid in accordance with the applicant's experience and qualifications but will be within the range £12,519–£15,744.
Travel and subsistence allowance will be met in accordance with existing regulations.
Further information and application forms can be obtained from **NICED, Department of Education, Rathgael House, Bangor, Co Down BT19 2PR.**
Closing date for receipt of completed applications: 21st March, 1984. (9282)

ROYAL COLLEGE OF MUSIC

REGISTRAR

As part of re-organization this full-time post is available from 1st September 1984. Music degree and administrative/teaching experience essential. Likely initial salary between £13,425 to £14,385 plus London Weighting.

Particulars from Vice-Director, Royal College of Music, Prince Consort Road, SW7 2BS.
Closing date for applications Friday, 30th March. (9283)

EXAMINERS
continued

EAST ANGLIAN EXAMINATIONS BOARD

LONDON REGIONAL EXAMINING BOARD

UNIVERSITY OF LONDON UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL

JOINT O-LEVEL/CSE EXAMINATIONS

Applications are invited for the following Chief Examiner appointments:

ART, DESIGN & CRAFTS

for the June 1986 examinations.

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential.

Duties include the setting of question papers, advising on the award of grades, marking scripts and may include the supervision of a team of examiners.

Application Forms and further details may be obtained from: Secretary to the Board, East Anglian Examinations Board, The Lindens, Lexden Road, Colchester CO3 3RL. Secretary to the Board, London Regional Examining Board, 104 Wandsworth High Street, London SW18 4LF. The Secretary, University of London University Entrance and School Examinations Council, Stuart House, 29 Russell Square, London WC1B 5DN, and should be returned to: Secretary to the Board, London Regional Examining Board.

Completed application forms should be returned NO LATER THAN 6 APRIL 1984. (57067) 660000

EAST ANGLIAN EXAMINATIONS BOARD

LONDON REGIONAL EXAMINING BOARD

UNIVERSITY OF LONDON UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL

JOINT O-LEVEL/CSE EXAMINATIONS

Applications are invited for the following Chief Examiner appointments:

COMPUTER STUDIES

ENVIRONMENTAL STUDIES

SOCIOLOGY

for the June 1986 examinations.

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential.

Duties include the setting of question papers, advising on the award of grades, marking scripts and may include the supervision of a team of examiners.

Application Forms and further details may be obtained from: Secretary to the Board, East Anglian Examinations Board, The Lindens, Lexden Road, Colchester CO3 3RL. Secretary to the Board, London Regional Examining Board, 104 Wandsworth High Street, London SW18 4LF. The Secretary, University of London University Entrance and School Examinations Council, Stuart House, 29 Russell Square, London WC1B 5DN, and should be returned to: Secretary to the Board, London Regional Examining Board.

Completed application forms should be returned NO LATER THAN 6TH APRIL 1984. (57525) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of MODERATOR for MATERIALS TECHNOLOGY (048) at ORDINARY LEVEL for the 1986 examination.

Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years recent relevant teaching experience and experience of examining.

Further information and application forms may be obtained from The Secretary (A&T), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Friday, 30 March, 1984. (57055) 600000

YORKSHIRE AND HUMBERSIDE REGIONAL EXAMINATIONS BOARD

Applications are invited from teachers serving in colleges within the area of the Board (i.e. North, East and West Yorkshire, North and South Humberside, Cleveland and parts of Lincolnshire) for the posts listed below.

Examinations to be conducted under the regulations of the former The West Yorkshire and Lindsey Regional Examining Board.

Assistant Moderator CSE Biology

Assistant Examiner CSE Technical Drawing (Reserve Panel) Typewriting.

Further details and application form, returnable to arrive no later than 30th March, 1984 can be obtained from Diana Wilkinson, Yorkshire and Humberside Regional Examinations Board, Sheffield Office, Scarsdale House, 136 Derbyshire Lane, Sheffield S8 8SE. (60709) 600000

Educational Psychologists

BRADFORD

EDUCATIONAL PSYCHOLOGISTS
Ref. 143-214,303 p.a.
Required for the school and family service, an experienced and qualified professional who should possess an Honours degree in psychology (or equivalent), a teaching qualification, at least one year's qualified teaching experience and a post graduate qualification in educational psychology. The service is organised on a 'task team' basis which affords an opportunity to work at several levels: case work, projects, in-service, school systems, family systems etc. Since the Bradford Authority has a strong commitment to providing education for a multi-cultural society you should have a sensitivity to relevant issues. An essential car user allowance and lump sum payable. Ref. E13947/TES.

Application forms are available from the Directorate Personnel Office, Directorate of Educational Services, Provincial House, Manor Row, Bradford BD1 1HY.

We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability unless otherwise stated.

CITY OF BRADFORD METROPOLITAN COUNCIL (60004) 560000

WIRRAL

METROPOLITAN BORDUGH OF WIRRAL
DEPARTMENT OF EDUCATION
PSYCHOLOGIST
Municipal Offices, Cleveland Street, Birkenhead, Merseyside L41 4NA
REQUIRED FOR 1ST SEPTEMBER 1984 ASSIS. PSYCHOLOGIST (SCALE 3)
Based at Woodwind Teaching. This is a newly created post.

Applications are invited from suitably qualified and experienced teachers to establish a peripatetic woodwind teaching of woodwind instruments throughout the L.E.A.

Application forms and further details available on receipt of stamped self-addressed envelope from the Director of Equalities, Municipal Offices, Cleveland Street, Birkenhead, Merseyside L41 4NN, to whom they should be returned by 23rd March 1984. (60176) 660000

SCRIPTURE UNION
require a

SCHOOLS WORKER for HARROW
from September 1, 1984.

This appointment, in association with local Churches in Harrow, incorporates opportunity for Christian work with middle and high schools, junior colleges and churches.

For further details and application forms write to David Bell, Sargeaunt House, 130 Clay Road, London SW20 9AT. Completed application forms must be returned by 21st March. (54333) 660000

Outdoor Education

BRYN DU LLANBERIS

THE CENTRE
FOR MOUNTAIN VENTURES IN SNOWDONIA

Mountain, Woodland Coastal, Water Adventure & Environmental Activities.

Mountain Ventures Ltd
Bracon House, Wavertree Road, Liverpool, L13 7HQ.
Tel: 051-724 3733. (59927) 660000

CUMBRIA

EDWARD SOUND ESKDALE
Single male and female permanent instructor/trainee are required for April 1984. Applicants must be twenty four years of age, experience mountaineers, with a genuine interest in residential work with young people.

Application forms and further details from The Principal, CM Eskdale, Holmrook, Cumbria. (60057) 660000

DORSET

Poole and Dorset Adventure Centre require an Instructor for twelve months to work with the unemployed. The person appointed will be part of the teaching staff of the Adventure Centre and have responsibility for training and employment to outdoor activities. Aimed to be prepared to be empathetic and understanding towards their needs. Salary £5,000 plus food and accommodation. Must be able to drive. Over 25 years of age with a clean driving license.

Further details from C. Cumpsty-Smith, Director, Poole and Dorset Adventure Centre, Marquise Road, Canford Cliffs, Poole, Dorset BH13 7JA.

Closing date 16th March 1984. (57448) 680000

GWYNEDD

Residential centre for field studies & activity courses. ASSISTANT WARDEN required immediately. Tel: 068 473 2883. (60085) 680000

KENYA OUTDOOR VENTURES specialists in courses for schools and youth groups. Visits to Mwonyo Rest Centre, Pan-African Game Park. Tel: 0639 730767. (57826) 680000

Librarians

TAMESIDE

TAMESIDE COLLEGE OF TECHNOLOGY
ASSISTANT TUTOR LIBRARIAN
Ref. 2d under Colleges of Further Education. (57072) 680000

Miscellaneous

MORE ALTERNATIVES FOR TEACHERS, full-time/part-time. Careers in Pop Music. Careers in Classical Music. Careers in the Theatre. Tel: 076 485 2141 (24 hrs) or send SAE to: Hamilton Publishing, Brixworth, Northampton. Confidential. Phone (0604) 881289. (57178) 660000

SEFTON

METROPOLITAN BORDUGH OF SEFTON
SOUTHPORT COMMUNITY EDUCATION
PERCUSSION TUTOR
required for Youth Orchestra, Senior and Junior Bands, Wednesday.

Current driving licence essential, car allowance paid.

Qualification, formal interview. Further details are available from principal's office, Southport College of Art & Technology, Mornington Road, Southport, to whom applications should be submitted. Closing date, 23rd March 1984.

Interviews will be held on Wednesday, 28th March 1984. (57078) 660000

NORTH YORKSHIRE

MOORS/COAST INTRODUCTORY WEEKEND
We warmly invite you to a special introductory weekend for Party Leaders at our Field Study/Activity Centre at Staithes, Friday 30th May to Sunday 27th. An excellent opportunity for you to see our facilities, meet our staff and visit this outstanding area at no cost and before you make any commitment.

For further details please write to Jillian Dalton, School Journey Field Officer, H.F. Holidays Limited, 144 High Street North, Wembley, NW4 or phone Jillian on 01-202 3381. (60107) 680000

NORTH YORKSHIRE

NEWTON HOUSE FIELD CENTRE
Cawood, Nr Selby, Whitby (0947) 810558

Courses up to 60. Fully residential. Central heating. Tutors available. Personal supervision. Food for money and cost.

Courses on request. (60001) 680000

SOUTH DEVON

COURTLANDS CENTRE
Kingsbridge, S. Devon
School Journies, Field Course, Outdoor Pursuits, Coastal & Moorland. Comfortable, comprehensive facilities, second floor, licensed bar. Free preview weekends. Contact: Course Manager, Tel: 054-855 227. (53528) 680000

CITY OF SHEFFIELD

WOMEN'S TECHNOLOGY TRAINING WORKSHOP

Sheffield City Council Employment Department has set up a Training Company to sponsor and oversee new developments in the field of training in the City.

The first project is the Women's Technology Training Workshop offering training in *micro-electronics and computing to women over the age of 35.*

The workshop caters specifically for the needs of women who have never worked, who wish to return to work after raising a family, who are unemployed or threatened with unemployment. There will be no formal entry qualification for the course, and trainees will receive an allowance for child care expenses.

We wish to provide support, encouragement and good quality instruction in a co-operative atmosphere. We have received designation for exemption from the Sex Discrimination Act in order to take such positive action in training.

The Workshop will open to trainees in March 1984.

To complete the team of eight staff, we still need:-

ELECTRONICS TUTOR
£9,363 p.a.

To work with small groups of women to provide education and training in the following areas:-

basic electronics, electronic assembly and maintenance, testing of assemblies, design of devices and circuitry, digital electronic and micro-processor programming.

Women who wish to apply should have an up-to-date knowledge and experience of modern micro-electronic devices including digital logic circuits and micro-processors; a sound knowledge of basic linear electronics using discrete components and integrated circuits and the ability to design, construct, test and fault-find all the above. 1984 graduates are welcome to apply.

Provision for day release could be made for suitable applicants.

APPLICATION FORMS AND FURTHER DETAILS FROM CO-ORDINATOR, WOMEN'S TECHNOLOGY TRAINING WORKSHOP, TRI TECH. THOMAS STREET, SHEFFIELD S1 4LE. TEL: 0742-756297. CLOSING DATE 31st MARCH.

Sheffield City Council is an equal Opportunities Employer. (2443)

DURHAM COUNTY COUNCIL

T.V.E.I. CO-ORDINATOR
(Head Teacher Group 8 Soulbury equivalent)

Applications are invited from appropriately qualified candidates.

The scheme is based on a consortium of seven 11–16 comprehensive schools and a tertiary college in the Easington District of the County.

Although the scheme starts in September, 1984 this post will be available at an earlier date by arrangement with the successful candidate.

Application forms and further details are available from, The Director of Education, County Hall, Durham DH1 5UJ, to be returned by 30th March, 1984. (2555)

WELSH JOINT EDUCATION COMMITTEE
CYD-BWYLLGOR ADDYSG CYMRU

Appointment of Examiners

Applications are invited from practising teachers in Schools and in Further and Higher Education, and from other persons with recent experience of teaching, for the following appointments:

GENERAL CERTIFICATE OF EDUCATION
Advanced Level
1984 Assistant Examiners in English
Re-advertisement
GCE/CSE Common Syllabus
1986 Chief Examiner in Technology
1986 Chief Examiner in Systems Electronics
(Previous applicants need not re-apply)

Further particulars and applications to be returned by 23rd March, 1984 may be obtained from J. L. Brace, Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX. A stamped addressed envelope must be enclosed and the outer envelope should be endorsed Examinations. (2560)

Education Department
Northern Area at Lowestoft

EDUCATIONAL PSYCHOLOGIST
Post E.275

Applications are invited from suitably qualified Educational Psychologists for the above post based in the Northern Area at Lowestoft with effect from 1st May, 1984 or as soon as possible thereafter.

Candidates should possess an Honours Degree in Psychology or its equivalent, Postgraduate Training as a Psychologist, and teaching experience and teacher training. Applications from newly qualified Psychologists will be considered.

Salary will be in accordance with the Educational Psychologist range of the Soulbury Scale (Qualified Teacher 4.4.– Headteacher 7.4 currently £10,143 to £14,253). Starting salary will depend on age and experience.

Generous fringe benefits eg. removal expenses, settling in allowance, will be payable in appropriate circumstances.

Application forms and further particulars may be obtained from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ. (Please enclose a stamped addressed envelope).

Closing date: 23rd March 1984. (2547)

Suffolk County Council

Want to handle a lot of lucrative private tuition?

A change of career direction to Cannon Assurance would take you right out of the classroom situation, and its frustrations!

As one of our Consultants you'd be helping the adults to get their slums right — in relation to savings, life insurance, tax and plans for retirement.

It's a move that naturally appeals to people who have developed their gift for explaining complex subjects in simple terms which is why some of our most successful Consultants come from a teaching background.

If you're as self-motivated and energetic as they are, find out more about the Cannon career rewards: comprehensive training, an income which can be very substantial, freedom to plan your own work and management prospects for men and women with leadership qualities. Telephone:

GEORGE JUCKES, SOUTHERN GROUP MANAGER on 01-902 8876
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Or write to: JOHN BIRD, GENERAL SALES MANAGER, Cannon Assurance Limited, 1 Olympic Way, Wembley, Middlesex, HA9 0NB.

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OUTDOOR EDUCATION
continued

SUMMER SCHOOLS
SPORTS AND OUTDOOR ACTIVITIES

TEMPORARY MANAGERS

PGL provides a vast range of activity residential holidays for girls and boys, aged 7–17, during July and August. Attractive young people are required to work throughout the holidays. We therefore require young, energetic, enthusiastic managers to operate the programme, motivate the staff and care for the guests.

Full details and application form from Gill Hinton, PGL, Young Adventure Ltd, Station Rd, Wye, Ashford, Kent TN25 5EE. Tel: (Wye) 812100 (Evenings) (0233) 84811. (50541) 660000

WALES

Outdoor Pursuits Centre, (Wales) requires qualified men/women and tutors of Senior Instructor and Instructors. Dual skills important. Salary by agreement.

Information Tel: 0654 3166. (60088) 660000

WALES

Outdoor Pursuits Centre (Wales) requires volunteers (with fire in their bellies) to develop our Adventure Centre in its work among children. Volunteers required as Cooks, Instructors Rendezvous etc. Tel: 0654 3166. (60128) 680000

RESORT REPS
AUSTRIA AND FRANCE
SKI AND SUMMER 1984
Club Europa are seeking additional representatives for their activities and summer activity holidays for 1984 and Summer 1985. Applicants must be able to speak French/German and have a keen interest in skiing and outdoor activities.

Further details from Lynn Johnson, Club Europa Holidays Limited, 6 Kirkfield Road, Liverpool L32 4QJ. Tel: 01-668 7788. (60226) 660000

CUMBRIA

Camp, which is located on the shore of Coniston Water, is a base for young people undertaking training in Canoeing, Sailing and Fell Walking.

Applicants, those with an interest in Outdoor Activities preferred, should write giving details of any qualifications/experience, age, and availability, and enclose a stamped addressed envelope to: Mr. J. Kirkbride, Glenmarsh, 13 Chapel Street, Penrith, Cumbria CA11 7QH. (60139) 660000

CATERING ASSISTANTS
Camp Windermere requires catering assistants for both whole season, early August to late Oct.), and peak season, Easter and early Sept. 1984), periods.

Camp, which is located on the shore of Lake Windermere, is a base for young people undertaking training in Canoeing, Sailing and Fell Walking.

Applicants, those with an interest in Outdoor Activities preferred, should write giving details of any qualifications/experience, age, and availability, and enclose a stamped addressed envelope to: Mr. J. Kirkbride, Glenmarsh, 13 Chapel Street, Penrith, Cumbria CA11 7QH. (60139) 660000

English as a Foreign Language

BOURNEMOUTH

RSA COURSES at ITEC

In response to demand, International Teacher Training Centre, Bournemouth, is running an additional RSA Preparatory Course from 9th April to 18th May.

For details of this and further courses, write to: ITEC, 574 Wimborne Road, Bournemouth BH9 2DY or Tel: (0202) 525337. (60986) 700000

CHESHIRE

THE NAI CLASSES FOR TEACHERS OF ESL
Commencing 10th January, one week intensive course, commencing April 9th in Manchester, Blackpool, Morecombe, Commencing 16th April, plus Sheffield, 23rd April, plus Edinburgh, 30th April.

Details: Education Officer, Nor-Anglia International, 48 Parkgate Road, Altrincham, Cheshire WA14 4QG. Tel: 061-428 7339. (57406) 700000

ESSEX

BELL COLLEGE
Saffron Walden

Invites applications for a number of six month courses in TEFL from 1st April, 1984. Post-graduate T.E.F.L. qualifications and considerable experience essential. For new post preference given to Maths/Science qualified applicants.

Apply with C.V. to The Principal, Bell College, Saffron Walden, Essex CB10 1JP. Tel: 0799 26315. (59884) 680000

KENT

Temporary Mrl. tutors required from 2 April. Min. 2 years' post Degree experience or equivalent. Salary scale £5,394–£8,766 p.a. Apply to: The Principal, King's School of English, Beckenham, Kent BR3 4AP. (60138) 660000

NOTTINGHAMSHIRE
COUNTY COUNCIL

EATON HALL INTERNATIONAL

PRELIMINARY CERTIFICATE IN TEFL

LICENTIATE DIPLOMA IN TESOL (LTCL)

DIPLOMA IN TESP (Dip. TESP)

A combination of Distance Learning followed by Residential Course for teachers or graduates leading to certificate or qualification listed above. Distance no problem.

Write for details to The Registrar, Ref: TES14, Eaton Hall International, Retford, Nottinghamshire DN22 0PR or Tel: (0777) 706441. (60419) 700000

ARELS/FILCO School year course offering EASTER/SUMMER Courses, intensive English courses at all levels, business and technical English, one week courses. Full commission rates paid. Contact: The Principal, ARELS English Schools, 46 Cambridge Gardens, Hove, East Sussex, BN3 1DJ. Tel: (0424) 438028. (60527) 700000

PILGRIMS LANGUAGE COURSES. Join one of the world's leading teams of professionals. July 1st, Sept. 26th. Adults, Children, Juniors, Coaching, Executives. Excellent pay. Canterbury & Brighton. Send SAE for application form to: Tim Sheridan, 8 Verandah Place, Canterbury, Kent CT1 3YG. (60855) 700000

VACATIONAL STUDIES require for 4-week residential Courses for students aged 11 - 16 this summer: (i) qualified and experienced TEFL teachers also willing to assist with sports/social activities (ii) Native speaking teachers for ancillary posts.

Details (state (i) or (ii)) from: Vacational Studies, Pepys Road, Otley, West Yorkshire LS21 3JP. Tel: (0943) 467651. (57534) 700000

TEFL vacancies for Course Directors/teachers for 25th June to 4th August 1984 in Oxford and various other Southern UK locations.

For further details and application form write to Richard Lewis, The Elizabeth Johnson Organisation, 9/11 West Street, Hastingwes, Surrey TN34 3AE. (60568) 700000

English as a Second Language

CROYDON
LONDON BOROUGH OF CROYDON

Teacher wanted to co-ordinate ESL Department in Mixed Multi-Ethnic 11 - 16 school.

Applications are invited from people with experience in teaching ESL in British schools and relevant qualification in ESL or equivalent experience, and experience of working with children of Afro-Caribbean origin.

Salary: Scale 3 plus London Area Allowance.

Tenable: 1st September 1984.

Application forms and further details available from Esl Unit, Davidson Centre, Davidson Road, Croydon CR0 6DD. Tel: 01-654 1432.

Closing date: 30th March 1984. (54803) 710000

CROYDON
LONDON BOROUGH OF CROYDON

Applications are invited for a qualified/experienced ESL teacher to join the Secondary team.

Salary Scale 1 or 2 for suitable candidate, plus London Area Allowance.

Tenable 1 September 1984.

Application forms and further details available from Esl Unit, Davidson Centre, Davidson Road, Croydon CR0 6DD. Tel: 01-654 1432.

Closing date 30th March 1984. (54804) 710000

CROYDON
LONDON BOROUGH OF CROYDON

DAVIDSON CENTRE
Davidson Road, Croydon CR0 6DD

Tenable 1st September 1984.

Applications are invited from experienced/qualified ESL teachers to fill a new post of Teacher Co-ordinator for the Wintersbourne Schools. In addition to teaching, the successful applicant will lead and co-ordinate the other E.S.L. teachers as a team. In schools three actually where are on one site.

Application forms and further details available from E.S.L. Unit, Davidson Centre, Davidson Road, Croydon CR0 6DD. Tel: 01-654 1432.

Closing date 30th March 1984. (54805) 710000

Appointments Wanted

FRENCH GIRL, 31, graduate in English seeks job as French Assistant or Infant teacher. Starting Sept. 1984. (ICE Catherine, 33 rue de Metz, 94000 Creteil, France. (60651) 760000

Education Courses

ESSEX

UNIVERSITY OF ESSEX

RESIDENTIAL COURSE FOR TEACHERS OF BIOLOGY

22 - 27 July 1984

Practical Techniques and Theoretical Developments in Biology for 'A' level Teachers.

Enquiries to: The Liaison Officer, University of Essex, Wivenhoe Park, Colchester, Essex CO4 3SQ. (Tel: (0206) 862286, Ext. 2570. (57380) 760000

ITALY

ITALIAN IN VENICE
Several language course plus lecture/visits programmes, July/Aug. week. £110,000. Please write: The British Centre, 32 Marco, 30124 Venice. Tel: 86613. (54179) 760000

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Weekend and Weekly Acting Courses March - August. Theatre in Kensington. Tel: 01-727 2161. (57819) 760000

TRAIN TO TEACH ENGLISH AS A FOREIGN LANGUAGE. One week's intensive courses. Easter/Summer. RSA-Longman Institute of English, Longman House, Burnt Mill, Harlow, Essex CM20 2JE. Tel: (0279) 26422 (24 hrs Answphone). (54560) 760000

T.E.F.L. BY CORRESPONDENCE
Cotham Language Centre offer new postgraduates courses covering six weeks of assessed and supervised study. Qualified Graduate tutors. First courses May 30th Registration fee £12 (refundable on acceptance). Apply to LOTHIAN TUTOR CENTRE, 24 Polwarth Gdns, Edinburgh EH11 1HP or B.A.E. and £1 for Writing information and succeeding courses. (59259) 760000

LINGUARAMA TEFL COURSES

Over the past few years a great many people have attended Linguarama courses in Teaching English as a Foreign Language.

Linguarama is an international organisation with 35 centres in the United Kingdom and abroad and employs some 500 teachers most of whom join through our TEFL training courses.

This year we will again be running three 4-week summer courses in London, Birmingham, Manchester and Canterbury (coinciding with school holidays). Prices are from £85 p.w.

For further information please write to: The TEFL Secretary, Linguarama Ltd., New Oxford House, 16 Waterloo Street, Birmingham B2 5UG. (59909) 760000

In-Service Training Course Modern Languages

JULY 1984
France, (Paris, La Rochelle, Montpellier)

AUGUST 1984
Federal Republic of Germany

Information and application forms from: Teacher Exchange Department (Courses), Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: (01) 486 5101. (57380) 760000

LEARN TO TEACH ENGLISH (EFL)

Half-term, Easter & Summer —

ONE WEEK RESIDENTIAL COURSES AT KENT UNIVERSITY/CANTERBURY.

The Course Objective:

To give you a practical and thorough introduction to the Teaching of English as a Foreign Language in one week.

Easter courses begin 25 March, 1/8 April.

Pilgrims Training Courses, The Tiles, 49 Stour Street, Canterbury, Kent CT1 2NR. (0227) 68127. (56776) 760000

Tuition

Home tutors required throughout Great Britain. Tutors Direct, 26 Cheadle House, Cheadle, Cheshire. Tel: 061-428 8288 (24 hours). (61700) 770000

LONDON
PART-TIME Maths, Physics, Accountancy & Business Studies tutors required for all A level teaching. Weekend, evening and day hours. Must be prepared to travel within Greater London. Tuitions agency. Contact: Mrs. Jenny Strutt, London and S.E.W., 19a Piccadilly, London W1V 9PA. Phone 01-491 2454. (18197) 800000

HOLIDAYS AND PERSONAL LOANS. from £100 arranged quickly by Mr. Bond, Mr. Campbell & Robison Ltd. 157 Drury Lane, London and 28W Victoria Street, Bedford for written terms. Tel: 01-836 8656. (18196) 800000

IMMEDIATE ADVANCES. £100 to £50,000 for home owners/teachers. Any purpose. Tax relief on home improvements. Fast decisions. Written details. Consultant, 29a Loans, 168 Park Road, Hounslow, Middlesex TW3 1JT. (Evenings) 01-570 2017. (Evenings) 561595. (57804) 800000

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Awards and Scholarships

CAMBRIDGESHIRE

ELY CATHEDRAL
CHORAL SCHOLARSHIPS
of two-thirds fees at the King's School, Ely

Voice trials for September 1984 entrance will be held on Saturday 19 May 1984, for boys with promising musical ability aged over 8½ years on 1 September 1984.

Two-thirds of fees at the King's School, Ely, will be paid by the Dean and Chapter. Excellent opportunities for further music and extra-curricular activities.

For details write to the Master of the Junior School, King's School, Ely, Cambridgeshire. For information about voice trials, the Organist on Ely 2084 or the Precentor 750000 (0353) 662971. (60717) 750000

LONDON

AIREY NEAVE MEMORIAL TRUST

SCHOLARSHIPS AVAILABLE for research into Freedom under National Laws. Closing date for completed applications June 30th 1984.

Send s.a.e. for forms to Hon. Sec. (Res), AIREY NEAVE MEMORIAL TRUST, House of Commons, London SW1. The Fund remains 760000 (60158)

Personal Announcements

£2,800 PLUS IN AN HOUR FOR YOUR SCHOOL FUND. That's what we made. Send S.A.E. for details. Box No. 60140. (60113) 800000

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SAME DAY LOANS & POSTAGE. £1,000 - £5,000. FULL MORTGAGES and remortgages for Teachers. Arrears cases considered. For written quotation: Richmond Investments Ltd., 4 The Green, Richmond, Surrey. Tel: 01-940 9855/9288. Established 1934. (58350) 800000

SUSSEX

THE VILLAGE SCHOOL
A professionally produced 80 page booklet celebrating the bi-centenary of Felbridge C.E. School, throughout its history. Obtainable from Felbridge School Fund at above address. £2.95. (57355) 800000

WARREN RECORDINGS offer a service cassette duplication pressings from your own location recording. Warren Recordings, 48 Bedford Avenue, London NW4 4LF. Tel: 01-203 0306. (57625) 800000

HELP for teachers.

1. Produce a Professional-Looking CV.
2. Working Abroad £5.00.
3. Getting a job £4.50.
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Cheques/Details: CVKO, Dept. M3, 10 Batisenden Rd, Exeter EX4 6LN. (60056) 800000

**WRITE and sell Children's stories. Mail tuition. Sales assistance. Free booklet (Children Features), (Dept. F) 9 Berkley Square, Salford, Manchester M3 6DJ. (03732) 800000

Conferences

EASTER IN STRASBOURG

Included in tour. 16/21 APRIL 1984, virt. all insts.

Western Co-operation. Briefings at highest level. Information NOT indoctrination. Surprises for Delegates. Excursions avail.: Easter wk. £265 (coach & sea, hotel) EXEC. Coach travel, insurance.

Details T.E.A.M., EST. 12 Bridgeside Avenue, Leeds. 0274/44727. (60587) 820000

HELP for teachers.

1. Produce a Professional-Looking CV.
2. Working Abroad £5.00.
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IMMEDIATE MORTGAGES up to 3½ X income: top-ups to 90% + re-mortgages; homeowners loans (money in days); hometown 24/48 hrs. 24hr. (56198) 800000

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The Diploma in the Principles and Practice of Industry and Commerce aims to give teachers from all subject areas a structured experience of industry and commerce in Great Britain with a view to future curriculum innovation and the establishment of closer school/industry links.

The course, leading to a University of Surrey Diploma will be for one year, full time, and is for qualified teachers with at least three years' teaching experience.

Applications are now invited for places for the 1984/85 academic year.

For application forms and further particulars write to:

The Registry,
St. Mary's College,
Strawberry Hill, Twickenham, Middx. TW1 4SX.
Tel: 01-892 0051.

CELEBRATION and CHALLENGE 1944–1984 and THE FUTURE

a day conference for Primary and Secondary Heads and Principals in Further and Higher Education to mark the 40th Anniversary of the 1944 Act.

13th June 1984, Kings College, London.

For further information write to:

Christian Education Movement
2 Chester House
Pages Lane
Muswell Hill
London N10 1PR (2530)

EDUCATION FOR
TECHNOLOGICAL CAPABILITY
CONFERENCE AT TRENT POLYTECHNIC

SATURDAY 7 APRIL 1984

The theme of this conference is common to:
- The Society of Education Officers' paper on *Key Issues for Industry and Education*
- The Manpower Services Commission's Technical and Vocational Education Initiative
- The Assessment of Performance Unit's discussion paper *Understanding Design and Technology*
- The Secondary Schools Curriculum Review's Consultative Paper
- The Department of Trade and Industry's British School Technology Programme
- The Royal Society of Art's Manifesto on Education for Capability

It will be explored through the eyes of the Chief Education Officer by John Fox, CEO for Nottingham and through the eyes of the science educator by John Nellist, Adviser for Cambridge.

Six separate conferences will then follow, exploring the theme in different school contexts:
- The Secondary Schools Curriculum Review
- The Technical and Vocational Education Initiative
- At the Younger Ages
- For Non-Examination pupils
- For Certificates of Achievement
- For School/Industry Co-operation

Cost £15. For details contact the Director, NCET, Trent Polytechnic, Nottingham.

School Technology Forum

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EXCHANGE HOLIDAYS In France, Germany or USA arranged on individual basis for your son/daughter aged 11-18. Cost from £79 Details from. DRAGONS INTERNATIONAL 26 Cumnor Hill, Oxford, OX2 9HA Tel: Oxford (0865) 863416 (3265)

ADVENTURE HOLIDAYS 3 weeks Kashmir and Ladakh. Ottoman, Turkey and Black Sea. Syria, Nepal, Overland. Scandinavia. 9 Peterborough Road, London SW6 3BG. Tel: 01-736 6033. (51897) 880000

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ALL YEAR ROUND Survival and Adventure Holidays in Yorkshire Dales National Park and abroad. Groups (minimum 10). Teacher/Leader comes free. Also self-catering Bunkhouse. Send SAE with requirements and dates - Richard French B.A., F.R.G.S. Expedition North, Sedbergh, Cumbria (60126) 880000

ARCHAEOLOGY IN THE HIGHLANDS Digging Expeditions for the enthusiast and the curious. The holiday of a lifetime. From April to September. Details from: 97 (TES), 36 St. Russell St., London, WC1. Tel: 01-580 1951. (62257) 880000

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A Level places still available for Easter. Courses specially written to help pupils gain better grades; supervised return travel; host families; excursions. P.O. Box 11, Winchester, Hants. Tel: (0962) 64171. (2209)

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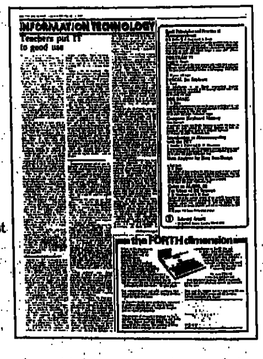

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PERSONAL

"We come now to Item 3 on the agenda, ladies and gentlemen, which, as you can see, is the thorny issue of the confidential records of pupils' progress which are kept under lock and key in the school office".

"*Before we go any further, headmaster, I must protest on behalf of the science staff at this great insult to the professional integrity of myself and my colleagues. If we cannot be trusted to keep proper confidential records on pupils without having to throw them open for inspection by any Tom, Dick or Harry, then it is a sad day for the teaching profession*".

"I'm sorry you feel so strongly about it, Mr Trubshaw, but I must correct what you have just said. The authority has ruled that all pupils' files must be made available for inspection only by parents or guardians, not by anyone who wishes to see them. This is why I propose to go through some of the files at this meeting to see what needs to be removed or altered".

"*Surely, headmaster, we are not going to discuss the confidential file of every pupil in the school*".

"No, Mrs Jackson. I propose we look at one or two just to decide about the kind of things that will need to be changed before parents come to inspect. So let us start with the third years and the file of Shane Abbot. I see Mr Trubshaw that you have written under the science entry 'A sly and oily creep whose only future is as a second-hand car salesman'. I know that the Morris Minor you bought from his father has given you a lot of trouble, but I wonder if you could amend this entry which his parents will, I am sure, find offensive".

"*Amend it to what, headmaster?*"

"Well, what about 'satisfactory work and progress'? Similarly I think we might need to dry-clean your English comment, Mrs Jackson, which reads 'A cruel misuser of the English language with the literary sensitivity of Norman Tebbit', since his mother is a local Conservative councillor. I am also concerned about the brevity of some of the entries. Under maths, for example, Miss Henson has simply written 'stinks', for music it says 'the archetypal punk', and I take it your observation for art, Mr Jennings, which reads 'Who's he?' is meant as a joke".

"*No headmaster, with only one lesson a week and 38 in the class I'm afraid I had to put that for everyone in the third year*".

"Oh, I see. Well, one or two other little details did catch my attention.

Ted Wragg

Perhaps Miss Forsyth you could consider again your history comment 'Stupid boy, stupid parents, stupid name', and his one favourable comment in the third year options section which says 'excellent progress in German' will need to be deleted because he is actually in the craft and design class".

"*Headmaster I must protest once more at this moral collapse. All you are doing is emasculating our sincerely held views and bowing to public and l.e.a. pressure. It is scandalous in a democratic society that we are not able to express ourselves freely in these confidential files*".

"Well Mr Trubshaw, I have anticipated your reservations, so I have a suggestion which I think will meet your criticisms, and it is that we should in future write these reports in code".

"*I'm sorry, headmaster, I don't follow*".

"It's quite simple really. I looked through all the confidential files and picked out the most frequently recurring critical comments. Then I devised a code which consists of the most commonly used report clichés and matched them on a list which I shall circulate to all staff".

"*I still don't understand headmaster*".

"It's easy, Mr Trubshaw. If you want to describe someone as 'a sly and oily creep' you look at my list and see that the code is 'satisfactory work and progress'. Any slurs on parents, their integrity, sanity or moral standing is expressed in code as 'satisfactory progress and work'. In the case of the most common criticism of all, 'the pupil is a good-for-nothing, bone-idle waster and layabout,' the code is 'entirely satisfactory work and progress'. So you see you can say what you like but the parents will never know".

"*That's brilliant, headmaster*".

"I'm glad you like it, Mr Trubshaw. I actually got the idea from HMI reports. Well I assume staff will now go through all the files and insert the relevant coded phrases, so let us pass on to item 4 on the agenda which is the matter of my own confidential files of members of staff. Yes, what is it now Mr Trubshaw?"

"*Headmaster, I must protest on behalf of the science staff at this great insult to the professional integrity of myself and my colleagues. If we cannot be trusted to behave in a proper manner without you having to keep secret confidential files on us, then it is a sad day for the teaching profession*".

"I do think you are being unnecessarily concerned. Since pupil files are to be open for inspection I am proposing that staff should also be able to see the contents of their own files. When you read your file you will see that you have nothing to be anxious about Mr Trubshaw, as I regard the work and progress of both yourself and your science colleagues as entirely satisfactory."

DIARY

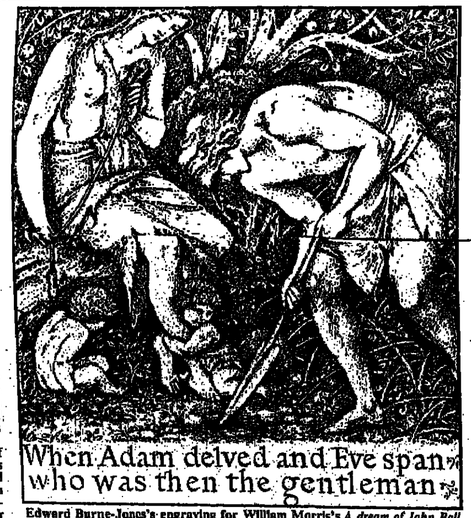
The other Victorian values

To the William Morris Exhibition at the ICA, a superb exposition of the necessary connexion between politics and art. Because Morris came to ful artefacts first and [illegible] Marx second, the ICA has been able to rustle up an interesting collection of sponsors – one cluster led by the John Lewis Partnership, and also containing Arthur Sanderson Ltd, the Drapers Company and the *Illustrated London News*; and another, led by the Greater London Council, in solidarity with the National Graphical Association, and a number of other trade unions, like UCATT, APEX and the ACTT.

Morris emerges as an extraordinary and self-confident Victorian, whose morality and socialism sprang from a passionate commitment to beauty and happiness. ("Whatever is unhappy is immoral".)

He loathed the ugly side of nineteenth-century competition, as he'd have loathed monetarism if he'd ever encountered it. He'd have been more distressed by the passive, tower-block environment which passed for "socialism" in the 1960s.

The exhibition lasts until Sunday, April 29 and is a must for any school trip; it contains a rich vein of Victorian values which should act both as an effective antibody to the Thatcherian strain currently being propagated and as a seminal influence on youngsters seeking a focus for idealism. It's been panned by Lady Vaizey in *The Sunday Times* as boring and biased. Don't believe her. It's exhilarating. Ring 01-930 0493 and give them a little notice.



When Adam delved and Eve span who was then the gentleman?

Edward Burne-Jones's engraving for William Morris's *A dream of John Ball*.

Keeping secrets

An aspect of education today from which William Morris would have recoiled is the secret record system schools maintain on children and their parents. Reports from teachers were among the worst of the horror stories which the 1984 Freedom of Information Campaign revealed at its press conference last week.

"This boy is big, black and smelly." "Jimmy is a cancer to the student body – if he didn't commit this crime then someone else in his family did." "Mother professes an interest in his welfare but we hear stories of drinking and late night parties." All these from school reports to juvenile courts to which neither parents or children have a right of access.

In 1981, nearly two-thirds of juvenile courts did not show the reports to parents, and nearly a third failed to produce any summary at all – as the law requires. But in any event, how do you "summarize" racist libels – like "big, black and smelly"?

This particular cancer, however, spreads far beyond the delinquent fringe. All over the country, secret school reports are replete with irrelevant, inaccurate and often libellous comments about perfectly ordinary children and their parents.

Non-existent divorce and unsubstantiated "unhappiness at home" have cropped up on those very rare occasions when parents have accidentally seen reports on their children. In the mass of cases when they don't, libels inevitably pursue youngsters throughout their school career and often, in confidential references, through their lives.

Chris Smith: wants to open the files

The local authorities' record is a depressing one. Tory Cheshire opened its files in 1976 and Labour ILEA is about to follow suit. But most l.e.a.s haven't yet begun to grapple with their responsibilities to both parents and open government. One researcher was even refused copies of the relevant blank forms by the vast majority of l.e.a.s she approached.

The solution is a simple one – let the parents and older children check them for accuracy, if they wish; and if that leads to fewer records being made, so much the better. It should at least concentrate teachers' minds, when they comment on those children for whom they are responsible.

The campaign wants legislation – and Chris Smith, MP for Islington South, is shortly to introduce a Bill to ensure personal access to files. (The Data Protection Bill merely provides access to *computerized* files – and only to some of those.)

But it would be even better if the teachers' unions could instruct their members to behave like lawyers and insist, on professional grounds, that their clients should always have access to their own files. Then legislation would scarcely be necessary.

The irony is that while *records* remain locked up, *profiles* are breaking new ground, with pupil participation in assessment recommended by Government, and even the NAS/UWT approving some contribution by pupils to their own profile.

Indeed the NAS/UWT give the game away in their (sensible) comments on the desirability of using profiles for evaluating personal qualities. "Evaluating personal qualities is an extremely difficult and complex procedure, and more research is required before the real value of recording this type of information can be properly assessed." Amen. I'm sure they realize this stricture applies *a fortiori* to secret records.

Extraneous epithets

To a pub in Oxford, for a private discussion on community schools. I conclude that community schools are excellent institutions (see my review of the progress of Sutton Centre in *The TES* a fortnight ago, p27); but that since "community" now almost connotes communism to the less enlightened of our lords and masters in high political places, we'll go easy on the word.

I've always regretted lumbering our schools with that appalling and clumsy epithet "comprehensive". Eton doesn't call itself Eton Public School. Schools with any degree of self-confidence don't need ideological handles to their name.

Fashion faux pas

I owe apologies to Randolph Qu[illegible] of London University for getting [illegible] gear all wrong last week. It was for [illegible] stuff – Sorbonne rather than [illegible] chancellerian finery. To complete [illegible] apology, I understand that Goldsm[illegible] is like any other part of Lo[illegible] University. Only the university hand out doctorates – even LSE [illegible] be content with fellows.

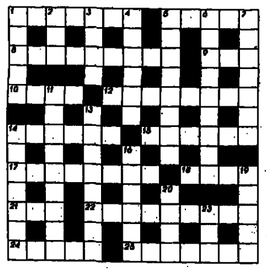
I was also probably wrong to [illegible] Goldsmiths in the role of desp[illegible] suitor – folk tell me that the colle[illegible] fur more wooed than wooing.

All of which having been said, I [illegible] have high hopes of Andrew Rutherford, the new warden. Though [illegible] paper he looks like an orthodox university academic, he's had long experience of looking after English in the CNAA, like Christopher Ball [illegible] NAB.

Such experience helped Christopher [illegible] gain the political agility to straddle the binary line. Who knows? Perhaps Andrew has gained the same sort [illegible] skills to invent a transbinary polyversity in South London.

Christopher Price

No 142 CROSSWORD by Rufus



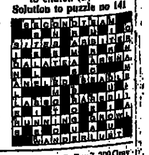
Across

1 Gets off or puts on the line (5,2)
5 Dog that is scientifically famous (5)
8 Students should draw on his advice (3,6)
9 Mixed type of food? (3)
10 Hardy female (4)
12 Bet a long striding gait is natural to it (8)
14 It's looped around a dog (6)
15 The others pop in for a meal (6)
17 The plan might be a lumbo (8)
18 He refused to accept tyranny or play the informer (4)
21 Wood used in model-making (3)
22 Today's most popular writer? (4-5)
24 Principle of having it both ways? (5)
25 Children often assume them in play (7)

Down

1 It beats to death (5)
2 Food that may be boiled (3)
3 New labs block (4)
4 Obvious protection for *invasive* types (6)
5 Rounded up but not rounded off (8)
6 Concerning a will he's shameless (9)
7 Not a compound heater (7)
11 Wheelwright's representative (9)
13 A collection of letters (8)
14 French official with authority over the lower classes? (7)
16 Fisherman shows displeasure when lake is filled in (6)
19 Louts break up the plant (5)
20 Canned meat upsets plans (4)
23 It's very cold when I go to church (3)

Solution to puzzle no 141



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